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Developing a Digital Resource Hub to Support Students and Spokane Entrepreneurs

Section 1: Project Context and Rationale

1.1 Introduction

Gonzaga University's New Venture Lab (NVL), a student-run consulting firm through the Hogan Entrepreneurial Leadership Program, gives students the opportunity to *learn business by doing business*. The program was founded in 2002 and has since served over 2000 students and 400 local entrepreneurs. Each semester we work with 7-10 local entrepreneurs to help develop new products and business ventures. Every entrepreneur is paired with a Project Manager (PM), a team of five Consultants, and an Advisor (an industry professional in the community). These projects provide real world experience working with both start-ups and seasoned entrepreneurs that allows students to learn business skills in an experiential manner. As the current Program Director of Gonzaga's New Venture Lab, I am continuously looking for opportunities to better the experiences of our student Consultants and the local entrepreneurs we work with. With experience as an NVL Consultant for two semesters and as a Project Manager for an additional two semesters, I've gained a deep understanding of the program's structure, strengths, goals, and opportunities for growth.

For my honors senior project, I developed the Resource Hub (the Hub), a digital resource website designed to equip students with the knowledge and guidance needed to succeed in client projects. The Hub contains over 60 resources including NVL-specific resources as well as

external resources to aid student Consultants with common tasks. Each resource contains a dedicated guide that provides access instructions, outlines tasks it is best suited for, and includes tips and tricks for effective use. To make the content practical, the guides also showcase example deliverables of past NVL projects that leveraged the resource, along with examples of information that students can expect to generate from it. Whether students are analyzing industry trends through IBISWorld, segmenting customer data with Data Axle, designing sponsorship campaigns in Canva, or benchmarking finances with RMA Statement Studies, the Hub ensures they not only know where to go but also how to apply the tools meaningfully in their client work. The overall goal of this project is to empower NVL Project Managers and Consultants with clarity and confidence to lead their teams, serve entrepreneurs effectively, and grow the long-term impact of the program. This Resource Hub represents the first permanent knowledge management system in NVL's 22-year history, transforming how the program preserves and transfers institutional knowledge across student leadership transitions.

1.2 Personal Experience & Motivation

To begin, I would like to share some of my own experience in the program which helps inform the purpose of this project. My involvement in New Venture Lab began my first semester at Gonzaga. I was paired with Little Noodle, an Asian fusion restaurant in Spokane's Garland District, helping them with their demographic research, marketing, and financial projections. As a freshman computer science student, I had very little background knowledge in marketing and finance. My Project Manager gave us weekly assignments and some resources to complete them, but I often felt unsure of if I was doing the work the right way. As an underclassman in a non-business major, I felt unsure if there was a more complete or correct way to do the marketing and financial work. As a result, I did a lot of independent research to complete my

tasks and learned a lot from my teammates studying business. Having had prepared resources to draw upon in times like this would have helped me better support our entrepreneur and benefited the overall success of our project.

In my second semester at Gonzaga, I served as a Consultant for Samantha Swift Counseling, supporting our entrepreneur, Samantha, in starting her own private therapy practice. I was able to put my marketing and finance knowledge from my first semester into practice and felt much more equipped to give helpful guidance to Samantha. My experience as a Consultant is not uncommon. For example, a spring 2025 Consultant in a feedback survey (see Appendix B, Survey 2) stated: *“Sometimes I felt that it was hard to find reliable resources and felt like I was just going searching. I wish I had a set of websites to help with each task.”*

1.3 Challenges for Project Managers

These issues of limited, accessible, centralized resources and guidance on leadership, scope management, and team accountability extend to NVL’s Project Managers too. During my sophomore year, I served as a Project Manager for two separate projects: Anam Cara, a meditation studio in downtown Spokane, and Inland Northwest Acupuncture, a women-centric acupuncture clinic. In both projects, my teams supported our entrepreneurs in product development, value proposition refinement, targeted marketing, and financial analysis. Being a computer science major, my business knowledge solely came from my Hogan Entrepreneurial Leadership minor, including an accounting and economics course. My Hogan courses were undoubtedly helpful, but I still experienced some imposter syndrome not having as much experience in business. I felt confident in my leadership and organizational skills, but lacked some of the hard skills which my assigned projects demanded. Similar to when I was a

Consultant, I dedicated time each week to educating myself on the upcoming assignments and researching helpful sources to benefit my Consultants' assignments each week.

There were moments however, where I felt stuck despite talking to the Program Directors, my entrepreneur, and doing in-depth research on my own. In moments like these, I found myself imagining what a structured, centralized site could look like with resources proven to be helpful by Advisors and past teams. How would it impact the NVL experience to have a resource stocked with materials known to be helpful to past Project Managers? I thought to myself, this could include past scopes as templates, clearer role expectations, and more extensive training on what being a Project Manager truly means. A Project Manager during the spring 2025 semester (see Appendix B, Survey 1) recently articulated this vision coherently, stating: *“I wish we had a resource list. A comprehensive list of what to do when encountering things to refer to before anything else. NVL has been here a long time. I am sure we can pull together a list of places to go or links to explore when you need help with a specific thing.”* This comment solidified my idea that creating a centralized resource site would be beneficial in equipping student teams to better support their entrepreneurs.

Despite these challenges, NVL has given me the opportunity to truly *learn business by learning business*. It has been one of my favorite experiences at GU, giving me a chance to work with real entrepreneurs and grow my knowledge and network in a meaningful way. My motivation for this project is to give back to an organization that has been so important to my experience and growth here at Gonzaga. I believe NVL is one of Gonzaga’s most important community engagement platforms, connecting students to Spokane startups and entrepreneurs while giving them real life experience in the entrepreneurial ecosystem. I hope this resource will

improve NVL long term, not just temporarily, but for future students and the many more businesses they will serve.

1.4 Educational & Interdisciplinary Foundations

For my honors senior thesis, I wanted to pick a project that serves as a culmination of my educational and extracurricular experiences during my time at Gonzaga. This project derives from my interdisciplinary academic studies in computer science, business, and entrepreneurial leadership. For example, my Hogan Strategic Leadership course taught me the importance of team accountability, clear expectations, and the value of setting a strong foundation for group dynamics. In this course I learned that cultivating a firm foundation in trust and camaraderie, allows teams to flourish and feel empowered to contribute their unique strengths, take initiative, and navigate challenges collaboratively. This then directly correlates to stronger outcomes and a more fulfilling team experience. From a more technical perspective, my Database Management Systems course taught me the importance of organizing and storing information in a manner that's easy, intuitive, and scalable for various users. NVL itself also taught me lessons in scope management, team engagement, and leadership, which I look forward to further honing through this project. I've also been curious to learn more about UI/UX design after taking a web development course and am excited to gain more exposure by creating the Resource Hub. These varied educational experiences led me to realize the Hub's relevance as a culminating project for my time at Gonzaga.

1.5 Professional & Personal Development

Creating the NVL Resource Hub also helped me build skills transferable to my professional goals. I ultimately want to pursue a career which combines technology with entrepreneurship, whether through creating my own tech venture, or pursuing a role in data

analytics or tech consulting. This project positions me well to build skills relevant to the industry such as platform design, collecting and implementing stakeholder feedback, UX problem solving, and cross-disciplinary leadership. I see myself utilizing this real-world leadership opportunity to shape how I approach problem solving and service work in my career down the road. I also know this project would greatly impact me on a personal level as it serves as a formative leadership and service opportunity which will shape my thinking around community-centered systems.

1.6 Community Impact & Long-Term Vision

The part of this project which excites me the most is the many communities it aims to impact: NVL Project Managers and Consultants, Spokane's small businesses, and Gonzaga's entrepreneurship ecosystem. The NVL PMs and Consultants will benefit by reduced stress, improved team management, and boosted confidence. Spokane's startups and small businesses also directly benefit by receiving better, more consistent consulting outcomes. Gonzaga's Hogan program and entrepreneurship ecosystem as a whole will benefit by the rising quality and professionalism of its flagship student consulting program. This project holds potential to bring about longer-term ripple effects to these communities beyond the immediate future. NVL leaders down the road will inherit a living resource that evolves over time, which they can draw upon and add to as they create more beneficial resources. The quality of NVL projects will continue to increase, making our program more reputable and allowing the impact of NVL to reach farther to even more small businesses.

1.7 Connection to Values & Mission

Furthermore, this project reflects many of my personal values such as leadership, community, impact, accessibility, mentorship, and service. I believe a core part of effective

leadership is equipping your team with accessible tools and processes. This project gives student leaders the resources they need to succeed and ultimately make a positive impact on the Spokane business community. The values drawn from this project also directly relate to Gonzaga's Jesuit mission of serving others, collaborating with community partners, and leading alongside others. By dedicating myself to enhancing the student experience and fostering more skilled, professional consulting teams, I strive to empower our students as well as the entrepreneurs in the Spokane area that we assist. A stronger, more supported team not only benefits student growth, but also ensures we're offering meaningful, effective support to local businesses, clearly reflecting Gonzaga's mission.

Ultimately, my excitement and dedication to develop the NVL Resource Hub stem from the difference it will make and the communities it will benefit. This initiative equips NVL Project Managers with resources, understanding, and assurance to guide their teams, better supports entrepreneurs, and enhances the program's long-term influence. It matches my individual objectives of integrating community involvement, innovative leadership, and business in a tech-friendly, accessible manner. I am excited at the prospect of improving something meaningful for my peers and community and building skills that align with my future goals to culminate my education at Gonzaga.

1.8 Foundations in Research

The design of the NVL Resource Hub is informed by established scholarship on knowledge management, experiential learning, and instructional scaffolding. Existing research in knowledge management speaks to the essential role that centralized accessible information systems play in organizational effectiveness. Kidwell et al. claim that applying knowledge management practices within higher education supports student services, administrative

processes, curriculum development, and strategic planning (28). Essentially, organizations cannot act efficiently or reliably when knowledge is scattered, informal, or only held by a few individuals. For student-run programs such as NVL, where there is a change in leadership every semester, this rings especially true. The creation of a centralized digital hub aims to fill this void by capturing the institutional memory in a format that will outlast any one group of students. This way, trustworthy resources, vetted processes, and lessons learned can remain accessible for future student cohorts down the line.

The concept of institutional knowledge loss further reinforces the benefits of having a structured resource system. Galan's review on empirical literature on organizational turnover reveals that, when members leave, they take away not only explicit knowledge, like a resource that proved to be especially helpful, but also tacit knowledge gained through experience, relationships, and problem-solving (340). Small organizations suffer more from this loss since each leaving member means the loss of a greater proportion of the organization's total base of knowledge. Within NVL, Program Directors only serve a year or two and Project Managers serve only a handful of semesters before they graduate or move on. This means that any insights about how to handle scopes, communicate with entrepreneurs, and navigate difficult projects partially evaporates every year. Liebowitz also warns that failure to retain and transfer institutional knowledge in corporate contexts leads to higher turnover, increased costs, and lower efficiency. The Resource Hub directly responds to this challenge by recording the collective wisdom of past Program Directors, Project Managers, and Consultants and thus preserving it in guides, templates, and examples for new cohorts to draw from instead of starting totally from scratch each semester.

Finally, experiential learning theory and scaffolding research inform the Hub's pedagogical approach. Kolb's work on experiential learning specifies that true learning occurs in a cycle of tangible experience, reflective observation, abstract conceptualization, and active experimentation. The model of NVL, *learn business by doing business*, is exemplary of this very idea in that students engage in actual consulting work rather than just classroom learning. However, experiential learning is complemented when individuals receive adequate scaffolding to help in their learning. According to Wood et al., scaffolding is the process whereby a more knowledgeable guide provides temporary support which enables a novice to accomplish tasks beyond his or her unassisted efforts (90). The Resource Hub serves as this scaffold: step-by-step guides, past examples of deliverables, and curated tools support students as they tackle unfamiliar challenges such as financial modeling or market research. Notably, scaffolding is intentionally meant to be removed as learners gain mastery. Similarly, the Hub works in that students can refer to resources at their discretion while still engaging authentically with the experiential elements of their consulting work. Together, these theoretical foundations provide strong justification for the Resource Hub as a tool that preserves institutional knowledge, reduces the learning curve for new participants, and supports NVL's mission of experiential entrepreneurial education.

Section 2: Planning & Design Stages

2.1 Project Manager Survey - Spring 2025

In order to assess current pain points and get a clearer idea of student needs, I performed two surveys at the end of the spring 2025 semester (see Appendix B, Surveys 1-2, for complete survey instruments and response rates). The first survey was for Project Managers to learn more about their NVL experience and the challenges they encountered. Across both the quantitative and qualitative responses, several themes were brought to light. The first is that Project Managers

want earlier, clearer access to resources. While most PMs agreed (71.4%) that they eventually had access to helpful resources when needed (see Figure 1), many commented that it was difficult to locate or understand how to use databases like Pitchbook, Journal of Business, and Mark Pond's library resources. Students specifically asked for guidance such as *"How to access resources"* and suggested tools like a *"Resource List. A comprehensive list of what to do when encountering things to refer to before anything else."* Another added, *"PM training for new PMs. List of resources. Maybe what each library database can give us."* One student summarized the challenge well: *"Sometimes I felt that it was hard to find reliable resources... I wish I had a set of websites to help with each task."* This shows that the issue is not the availability of resources but rather the awareness and usability of the resources.

Another theme is the need for more structured onboarding and role clarity. Although many respondents reported feeling confident leading their teams (86% strongly agree/agree), open-ended feedback revealed confusion about responsibilities and expectations early on. One PM asked for *"a clearer outline of what is expected of everyone, including the Advisor and entrepreneur."* Several PMs suggested concrete solutions, such as a *"transition binder... to help us understand our roles and how to lead from the get go rather than having to figure it out by ourselves throughout"* and *"a better timeline and overall training for managers so we could do our best within our teams."* These comments align with survey results, especially in Figure 2, showing a desire for clearer expectations of the PM role (86%), more training on leadership (86%), and organized past deliverables (100%). Similarly, students asked for *"a clearer outline of expectations for Report Outs"* and an *"orientation for new members so they know how to properly research."* Another survey insight was that 72% of Project Managers did not feel adequately prepared after our PM training. From this data emerges a clear need for better PM

training and role definition, especially at the beginning of the semester before projects get started.

The responses to the question about preparedness show this tension between confidence and gaps in training. When asked if they feel equipped to take on the semester's work, students expressed confidence with qualifications such as, *"Ish - like I said I knew I would lead my team if they needed (me) to, but also told them up front that this is their chance to take initiative."*

Others felt initially uncertain but gained footing after a short adjustment period, as one noted, *"At first I was a little unsure because I've never worked on anything like it, but after the first week I felt equipped."* However, gaps were particularly evident in finance. One student admitted, *"Not really since I hadn't done any finance work yet,"* while another shared, *"I did besides the finance portion... for the financial plan, I felt unprepared."* These reflections show that while many PMs grew into their roles, clearer onboarding and targeted resources, especially in finance, would help students feel more prepared from the outset.

A third insight is the need for time and structure to translate ideas into action. In the survey, PMs called for *"a bit more structure"* and *"a better timeline."* The survey responses reinforce this, as respondents rated resources like meeting templates, step-by-step guides, and past scope examples as some of the most helpful potential additions to a digital hub. This feedback from Project Managers confirms the relevance of creating a digital resource site for Project Managers. PMs independently suggested a comprehensive "resource list" or "places to go" guide, which speaks to the exact vision for this project. Their interest in additional training, organized past deliverables, and clearer expectations (see figure 2) indicates that the Resource Hub could directly address these frustrations while simultaneously reducing the learning curve for new PMs.

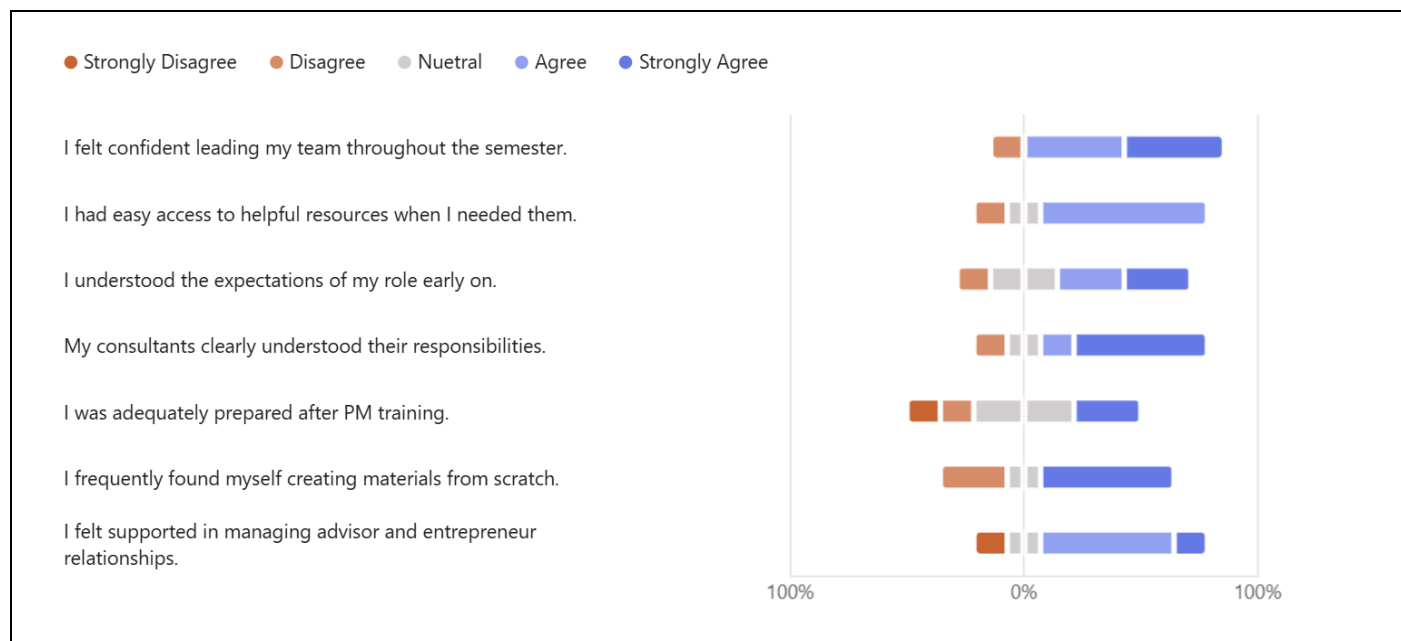


Figure 1: Spring Project Manager Survey Results on Confidence, Resources, and Training.

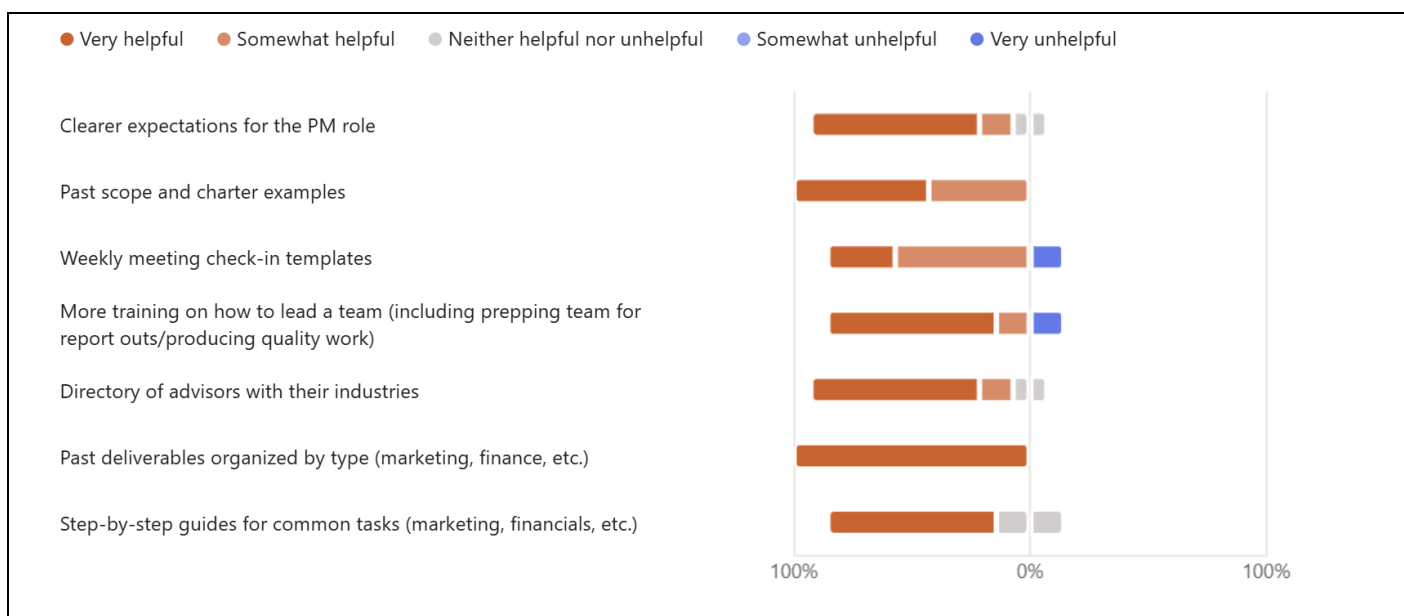


Figure 2: Spring Project Manager Ratings of Potential Digital Hub Resources.

2.2 Consultant Survey - Spring 2025

The Consultant survey echoed many of the same themes as the PM survey, particularly the need for centralized resources, clearer expectations, and structured onboarding. However, Consultants also emphasized unique challenges relating to collaboration and implementation. Several shared that they often spent unnecessary time searching for tools and examples. One student admitted, *“Was a little bit confused the whole time of how NVL worked. I kind of wish there was a meeting for newbies at the beginning of the year,”* while another added, *“More information about the process up front”* would have been helpful. Others highlighted the need for better organization at the start of the semester, as one explained: *“I wish the layout was a little more laid out at the beginning, I wasn’t sure what to expect for Report Outs. I also think it would be nice to share all of the outside meetups/events at the start of the semester.”*

Collaboration and structure were also recurring themes. One Consultant reflected, *“I just think that making it more collaborative would be helpful, and having an almost orientation for new members so they know how to properly research!”* Another noted, *“It felt like we came up with lots of ideas but could not implement them because we ran out of time.”* These comments speak to the need not just for resources, but also for clearer processes and timelines to help teams bring ideas into action. Quantitative data supported these findings. As shown in Figure 3, most responses to the “Resources & Preparedness” questions were 4s and 5s, indicating that students generally felt supported. Yet, a large majority also indicated they would actively use a centralized hub with templates, guides, checklists, and Advisor directories, and that such a site would have improved their projects’ success.

Together, these results confirm the overlap between PM and Consultant needs while also surfacing unique Consultant concerns around collaboration and implementation. They reinforce

the demand for a structured, accessible Resource Hub designed to reduce confusion, streamline workflows, and enhance project outcomes across NVL.

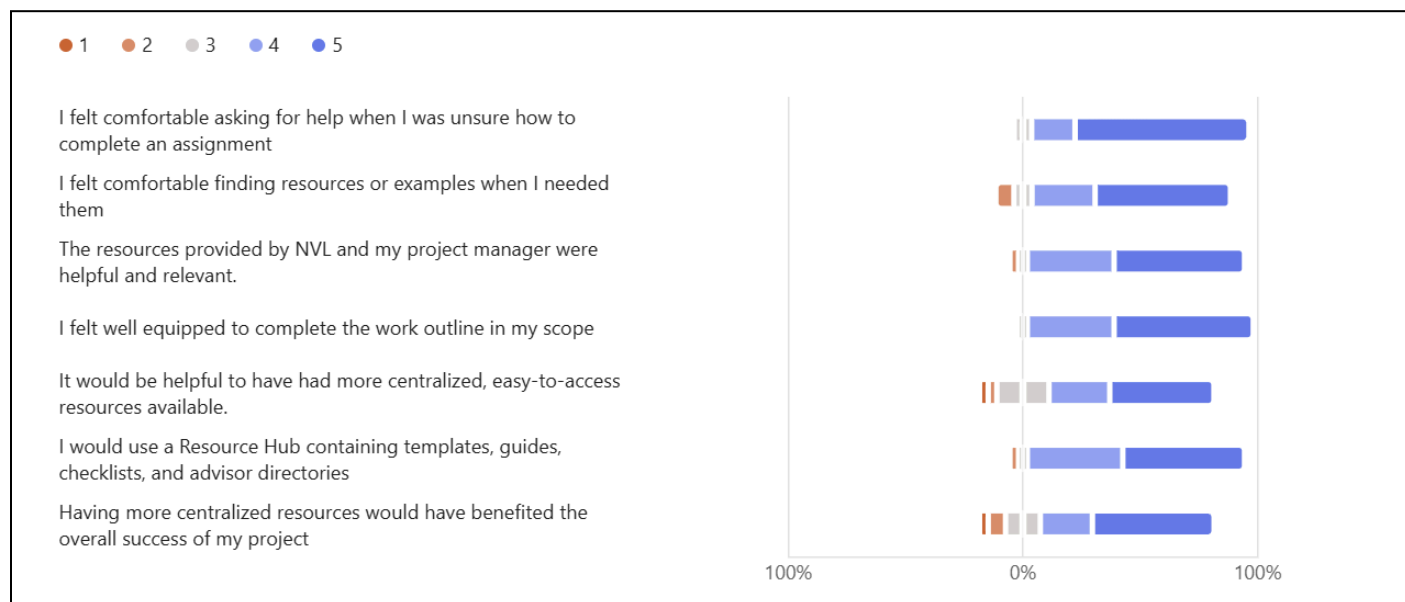


Figure 3: Results from Consultant Survey on Resources and Preparedness.

Section 3: Resources

3.1 Designing the Hub: Resource Pages

The survey data and feedback from the Project Managers and Consultants directly informed the structure, features, and content of the Resource Hub (see Appendix A for access instructions and a link to a walk-through video). Each of the major themes expressed such as centralized access to resources, clearer role expectations, stronger onboarding, and more structured processes, translated into specific features of the Hub website. First, to address the widespread request for a “*comprehensive resource list*” and clearer access instructions, I created a categorized library of 23 external resources. These tools are divided into three different resource pages: Marketing, Finance and Accounting, and Business Development. Each resource page is then further divided into resources relevant to specific tasks that are drawn directly from

the “Tasks NVL Can Help With” document that we send out to entrepreneurs at the beginning of the semester as they create their scopes. This allows PMs and Consultants to easily navigate to the resource page and task section that correlates to the specific task they need to complete saving time and energy.

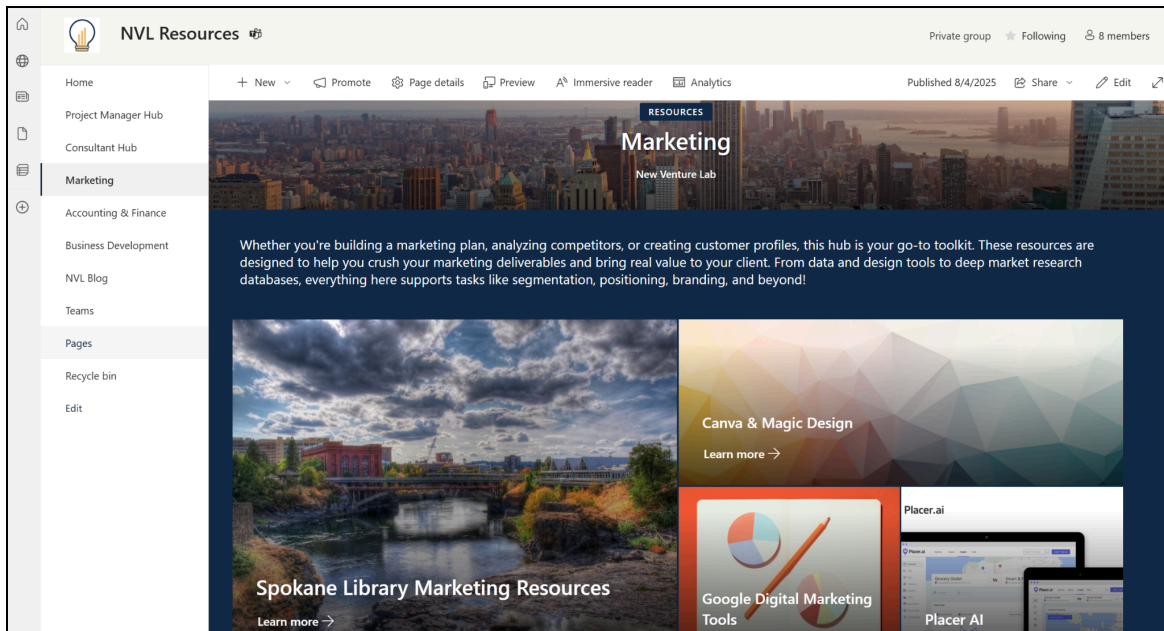


Image 1: Marketing Resource Page

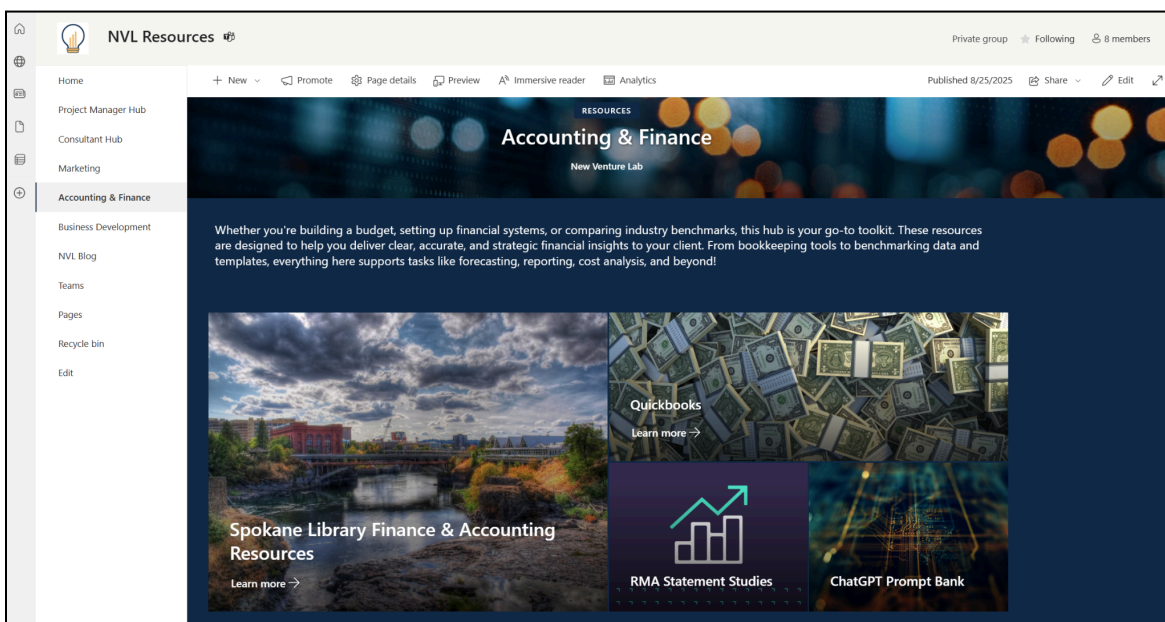


Image 2: Accounting & Finance Resource Page

Additionally, each resource listed on the resource pages has its own dedicated guide designed to make it as approachable and actionable as possible. These guides begin with clear access instructions, walking students through login processes or database navigation that might otherwise feel confusing or time-consuming. Beyond simple access, the guides also highlight the specific scope tasks a resource is best suited for. Some examples include using IBISWorld for industry research, Canva for creating marketing deliverables, or RMA Statement Studies for benchmarking financial ratios.

To further support learning, these guides include tutorial videos and curated links to existing training materials either from the resource directly or from Mark Pond who has created many tutorial videos for his clients. This aids students in independently learning at their own pace and saves them time by not having to spend extra time searching online or struggling to teach themselves. Each guide also includes examples of how past NVL teams used the resource, which gives students a model to emulate and demonstrates the resource's real-world application. Finally, sample deliverables are provided wherever possible, allowing students to see the kind of outputs they should be aiming for, whether it's a market analysis chart, a financial projection spreadsheet, or a customer persona profile.

This layered approach, containing access instructions, task alignment, tutorials, examples, and deliverables, was a deliberate design decision in response to student feedback. In the surveys, students consistently expressed frustration about "knowing resources exist but not knowing how to use them." The Hub aims to provide more than just a list of resources with practical guides that directly support Consultants and PMs in their work. To further strengthen this section of the Hub, I also integrated Advisor directories within each resource category. A recurring observation I've made during my time in NVL is that although students are aware of

the Advisors' presence, many feel unsure or reluctant about how and when to make contact. Multiple students expressed feeling apprehensive about engaging with our Advisors or were concerned about “disturbing” them with questions. To overcome this obstacle, I incorporated a list of specific Advisors directly on the Marketing, Finance and Accounting, and Business Development pages.

Every Advisor profile features their name, specialization, and types of questions they can most effectively assist with. On the Finance and Accounting page, students can easily identify Advisors who focus on financial modeling or cash flow projections, whereas the Marketing page features Advisors who have assisted previous teams with campaign strategy or customer segmentation. This design choice on the Hub, aims to normalize reaching out and gives students confidence that they are asking the right person for the right kind of help. Its goal is to present Advisors as approachable partners aligned with the tasks students are already working on. This integration directly addresses the concern that Advisors were underutilized due to lack of clarity, ensuring that PMs and Consultants not only have a wide selection of digital resources at their fingertips but also human expertise they can draw on with confidence.

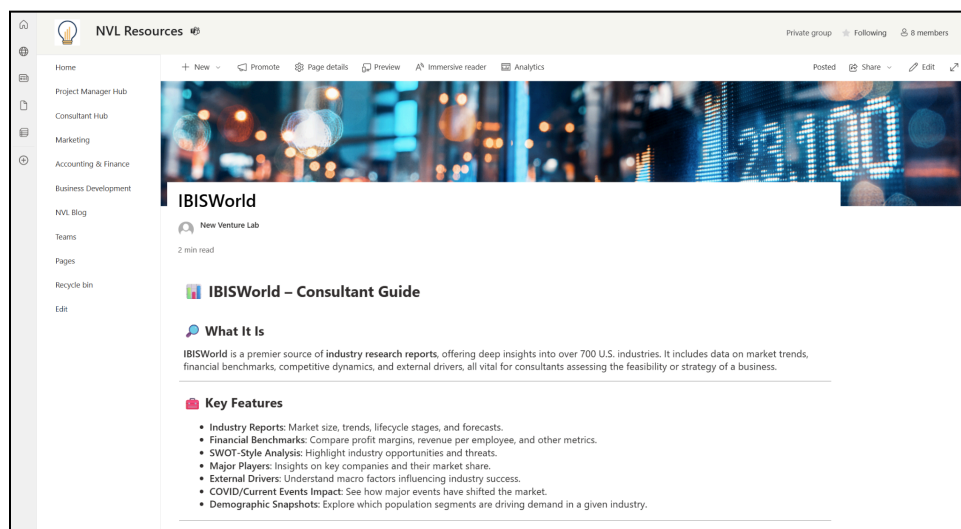


Image 3: Example of a Resource Guide for IBIS World

Marketing Plan Development

Strategically reach and capture target markets, analyze competitors, define advantages, and plan for growth.

IBISWorld
 Gale Business: Insights

Data Axle Reference Solutions
 County Business Patterns (CBP)

Google Digital Marketing Tools
 Foley Library NVL Research Subject Guide

- **IBISWorld:** Industry reports to guide market entry, size estimation, and opportunity analysis.
- **Gale Business: Insights:** Company and industry info to shape strategy and competitive positioning.
- **Data Axle Reference Solutions:** Pinpoint potential customers, competitors, and locations to inform planning.
- **County Business Patterns:** Regional economic data to understand industry presence and workforce trends.
- **Google Digital Marketing Tools:** Website data to understand audience behavior and inform digital strategies.
- **Foley Library NVL Research Subject Guide:** Breaks down the key stages of consulting, from understanding an industry's health to identifying competitors and researching markets and consumers.

Understand your target audience and the landscape they operate in. Who are your customers? What do they need? Who else is serving them?

- **IBISWorld**
Analyze industry trends, key players, and market saturation. Great for competitor landscape and market viability.
- **Gale Business: Insights**
Offers competitor financials, positioning strategies, and SWOTs to help benchmark and differentiate.
- **Placer.ai:** Reveals foot traffic patterns and demographics to understand both customer behavior and where competitors are drawing traffic.
- **Data Axle Reference Solutions:** Segment potential customers and identify competitors based on detailed business/consumer data.
- **Consumer Reports:** Insights into consumer preferences, needs, and satisfaction. Great for positioning and product fit.

Customer Analysis & Segmentation

IBISWorld
 Gale Business: Insights

Placer.ai
 Data Axle Reference Solutions

Consumer Reports
 EBSCO Business Source Complete

Image 4: Marketing Resources Separated by Scope Task

Marketing Advisors

Chip Overstreet

Mentor & Advisor | Overstreet Consulting

- **Expertise:** Marketing, product development, business strategy, VC
- **Bio:** Former CEO of 3 VC-backed startups. Offers insight on brand building, market positioning, and go-to-market strategy.
- **Support:** Mentorship, introductions
- **Email:** chip_overstreet@yahoo.com
- [LinkedIn >](#)

Isaac Cunningham

Entrepreneur | My Sushi Sensei

- **Expertise:** Marketing, business strategy, product development
- **Bio:** Startup founder with a creative mindset and marketing-savvy background, great for early-stage customer testing and branding.
- **Support:** Coaching, idea feedback
- **Email:** Isaac@mysushisensei.com

Kendra Wiist

Business Coach/Consultant | Profectus Business Consulting

- **Expertise:** Marketing, business strategy, operations, AI integration
- **Bio:** Deep connections in the Spokane business community, with experience helping small businesses build marketing systems.
- **Support:** Marketing insights, local connections, internship guidance
- **Email:** kendra@profectusbusiness.com
- [LinkedIn >](#)

Penn Brownlee

COO & Co-Founder | Houdini Interactive

- **Expertise:** Marketing, tech, business strategy, project management
- **Bio:** Creates immersive brand experiences blending digital and physical — ideal for creative campaigns, experiential marketing, and customer engagement.
- **Support:** Mentorship, branding guidance
- **Email:** penn@houdini.studio
- [LinkedIn >](#)

Nicolle Hansen

Business Coach / Adjunct Professor | SBDC North Idaho & Whitworth University

- **Expertise:** Marketing, business strategy, finance, operations
- **Bio:** Business advisor and educator with 20+ years of experience supporting entrepreneurs. Nicolle specializes in helping startups prepare for growth with strong marketing foundations and funding strategies.
- **Support:** Mentorship, connections to resources
- **Email:** nhansen@nic.edu
- [LinkedIn >](#)

Learn about all our Advisors:

 Fall 2025 Advisors

Image 5: Marketing Advisors on the Marketing Resource Page

3.2 Selecting the External Resources

To develop the Hub's resource pages, I drew heavily from the [Spokane Public Library Business Resources](#) page, particularly the Business Services and research tools, which provide a wide range of materials for market research, financial planning, and strategic business development. These resources offered a solid basis for students to investigate real-world data, assess competitors, and develop practical business strategies. The Hub includes 10 resources available through the library, such as: IBISWorld, Gale Business: Insights, Data Axle Reference Solutions, County Business Patterns (CBP), Placer.ai, Consumer Reports, EBSCO Business Source Complete, RMA Statement Studies, Value Line Library Research Center, and CoStar. To guarantee the resources were displayed in the most efficient and user-friendly manner for student Consultants, I consulted with Mark Pond on August 25, 2025. During our meeting, he reviewed the Hub's design and gave helpful feedback on how to organize the materials, noting which tools were most valuable and which supports would help students best engage with them.

Mark also provided a set of instructional videos he developed for many of the tools, offering step-by-step instructions for utilizing the resources efficiently, allowing students without prior experience to use them confidently. He also noted that our conversation sparked initiatives to allow for Gonzaga students to utilize the resources with just their student ID cards instead of having to register for a separate library card, a change that would greatly lower access barriers and enhance the practicality of the resources for NVL participants. Mark expressed that he was impressed with the way the Hub curated and presented the materials and strongly recommended that entrepreneurs have access to these resources not only during their time in NVL but potentially beyond to allow for continued learning and support after their time in NVL.

Beyond the library-provided resources, I also incorporated materials drawn from my personal experience as an NVL Consultant and Project Manager, including resources and strategies that I had seen students successfully use in previous projects. Additionally, I proactively explored new tools and resources to incorporate AI and technology into NVL, intending to enhance the program's future-forward mentality. For instance, I looked into AI resources such as ChatGPT for producing marketing text and campaign concepts, Magic Write in Canva for quickly generating branded content, and Figma for AI-enhanced design and prototyping. I chose tools such as SQL and Power BI to tackle learning deficiencies I noticed in earlier NVL semesters regarding technology and data tasks. These sources were chosen to provide Consultants and Project Managers with a varied range of practical resources for marketing, finance, and business development tasks. This collection of 23 resources provides participants with the skills and tools to work effectively, produce top-notch results for entrepreneurs, and acquire practical experience with new business technologies.

These resources overall cover various business sectors, such as marketing, finance, and business development, and differ in their availability and emphasis. The table below offers a detailed summary of all 23 resources, showing their availability in the library, its primary category, and a concise explanation of their purpose and usefulness.

Table 1: NVL Hub External Resources - Library Access, Category, and Description

Resource	Library Access	Category	Short Description
IBISWorld	Yes	Marketing/Market Research	Industry reports for market entry, size estimation, competitor analysis, and trends.

Gale Business: Insights	Yes	Marketing/Market Research	Company and industry information, competitor financials, SWOTs, and positioning strategies.
Data Axle Reference Solutions	Yes	Marketing/Market Research	Customer and business database to identify potential customers, competitors, and locations.
County Business Patterns (CBP)	Yes	Marketing/Market Research	Regional economic data to understand workforce trends and industry presence.
Google Digital Marketing Tools/Resources	No	Marketing/Market Research	Tools to measure website traffic, audience behavior, and digital marketing performance.
Foley Library NVL Research Subject Guide	No	Marketing/Business Development	Guides for consulting, market research, competitor analysis, and industry evaluation.
Placer.ai	Yes	Marketing/Market Research	Foot traffic and demographic data to understand customer behavior and competitor locations.
Consumer Reports	Yes	Marketing/Market Research	Insights on consumer preferences, satisfaction, and product positioning.
EBSCO Business Source Complete	Yes	Marketing/Business Development	Trade journals, case studies, and industry insights across business functions.
Canva & Magic Design/Write	No	Business Development/Marketing	Tools for creating logos, social media graphics, and marketing visuals.
ChatGPT Prompt Bank	No	Business Development	Generate business content like slogans, emails, campaigns, personas, and workflows.

RMA Statement Studies	Yes	Accounting/Finance	Industry financial ratios for benchmarking and planning.
QuickBooks	No	Accounting/Finance	Accounting software for budgeting, reporting, invoicing, and payroll.
Value Line Library Research Center	Yes	Accounting/Finance	Investment research, historical financial data, and company analysis.
CoStar	Yes	Accounting/Finance	Real estate data for asset valuation and financial forecasting.
Business Model Canvas	No	Business Development	Framework for designing and refining business models.
Gumloop	No	Business Development	Tool to test startup ideas and gather user validation.
Figma	No	Business Development	Prototyping software for web/app designs and user testing.
Tinkercad	No	Business Development	3D design software for visualizing product prototypes.
SQL (Structured Query Language)	No	Business Operations/Analytics	Tool to query and analyze datasets for operational decisions.
Power BI	No	Business Operations/Analytics	Data visualization for tracking operational metrics.
Business Operations & Supply Chain Management Guides	No	Business Operations	Templates and strategies for workflow, logistics, and efficiency.
Customer Insights & Survey Templates	No	Marketing/Business Development	Methods and templates for gathering and analyzing customer feedback.

3.3 Designing the Hub: Role-Specific Pages

In addition to the categorized resource pages, the Hub includes three role-specific pages designed to meet the unique needs of Project Managers, Consultants, and entrepreneurs. While the general resource library equips students with external tools, these sections focus on NVL materials, trainings, and expectations to give each group the guidance they need to perform their role effectively and confidently.

Spring 2025 survey feedback highlighted a consistent need for clear, accessible NVL-specific resources. While 71.4% of PMs eventually found helpful tools, many struggled with internal processes, onboarding, Report Outs (formal presentations on team's progress), deliverables, and role expectations. Structured onboarding and clarity were major concerns: 72% of PMs reported feeling inadequately prepared after initial training, particularly regarding NVL-specific deliverables, leadership expectations, and scope management. Consultants echoed these concerns, noting confusion around meeting structures, project workflows, and NVL procedures.

In response, I curated 37 NVL-specific resources, including project management guides, Report Out templates, example scopes, final deliverable instructions, reflection guides, and detailed Advisor directories. These resources help teams plan Report Outs, engage Advisors, execute weekly tasks, and complete deliverables. Having these resources all in one place on the Hub reduces confusion, gets questions answered quicker, and helps teams deliver higher-quality outcomes.

3.4 Trainings and Guides

The first step in developing these resources was updating the Project Manager Training Packet, used by PMs in previous semesters. This packet became the foundation of the Project Manager Hub and inspired the overall structure of the role-specific resources. It provides a comprehensive overview of NVL processes, including key dates, deliverables, meetings, and expectations for leading student consulting teams. The packet also offers guidance on communication, Report Outs, and Microsoft Teams usage, as well as leadership advice from past PMs to support effective team management. Even if PMs only reference this packet, they gain a foundational understanding of their role.

The Consultant Training Packet reflects this same structure, providing student Consultants with a clear vision of their duties and roles within NVL. It details weekly expectations, attendance at events, communication guidelines, and the Report Out process to make sure Consultants are adequately prepared and involved throughout the term. The guide also gives Consultants tips on professionalism, accountability, and engaged involvement.

In addition to the Training Packet, I created a Project Management 101 document and a Consulting 101 document. These resources assist NVL members in grasping how the skills gained in NVL, like client communication, problem-solving, and strategic thinking, apply to actual careers down the road. They break down what it entails to think as a Consultant and lead as a project leader, giving PMs and Consultants a big picture view of what their work in NVL can lead to. These guides seek to empower members to approach projects with purpose, confidence, and clarity by outlining expectations, best practices, and different professional tools.

3.5 Project Manager Hub

The PM page serves as a centralized leadership toolkit. It contains the full Project Manager Training Packet and guide on project management detailed above, as well as semester schedules for each NVL stakeholder, and detailed instructions for NVL-specific requirements like final deliverables, end-of-semester reflections, and weekly time tracking sheets. Beyond administrative resources, the page provides more realistic leadership guidance on running effective meetings, different strategies for communicating with Consultants, Advisors, and entrepreneurs, and tips for keeping projects on scope and on schedule. I also included some advice from past Project Managers. These resources together address survey feedback which emphasized the need for stronger onboarding, role clarity, and confidence in leadership.

The page clearly outlines the main Project Manager expectations which, to sum it up in one sentence, entails acting as the main communicators between Program Directors, Consultants, and entrepreneurs. They are expected to dedicate roughly three hours per week to their role, divided between team meetings, entrepreneur communication, and checking in with the Program Directors and Advisors. To help PMs fulfill these responsibilities, the Hub provides many different templates and examples for all major deliverables. Some examples of these are the Final Deliverable, Executive Summary, Reflection Essay, and Hour Tracking sheet. These resources are paired with step-by-step guidelines and sample documents to prevent last-minute stress and guide PMs in making steady progress throughout the semester. The page also contains candid advice from past PMs, offering insights specifically on staying organized at the start of the semester, managing difficult Scopes, handling team challenges, and reducing stress around Report Outs.

Additional PM tools include:

- **Semester Roadmap:** A visual timeline of all major NVL events with detailed explanations of each milestone.
- **Weekly Meeting Resources:** Structured guides outlining how team meetings should run, including check-ins with each Consultant, task reviews, planning next steps, and strategies for maintaining accountability. Templates for meeting recaps help PMs follow up with entrepreneurs effectively.
- **Final Deliverable Resources:** Detailed instructions for the Reflection Essay, Executive Summary, and final deliverable package, including formatting guidelines and examples of strong submissions from past semesters.
- **Advisor Resources:** An Advisor Guide with communication tips and expectations, Advisor Pairings List, detailed bios, and contact information, helping PMs maximize the value of NVL's mentor network.
- **Report Out Resources:** Guidance on Report Out structure, slide deck design, storytelling techniques, checklists, and common feedback from Advisors to help teams present their work clearly and meaningfully.

Overall, the Project Manager page ensures Project Managers have clarity on their role, actionable tools for success, and feel well equipped to seek out guidance throughout the semester.

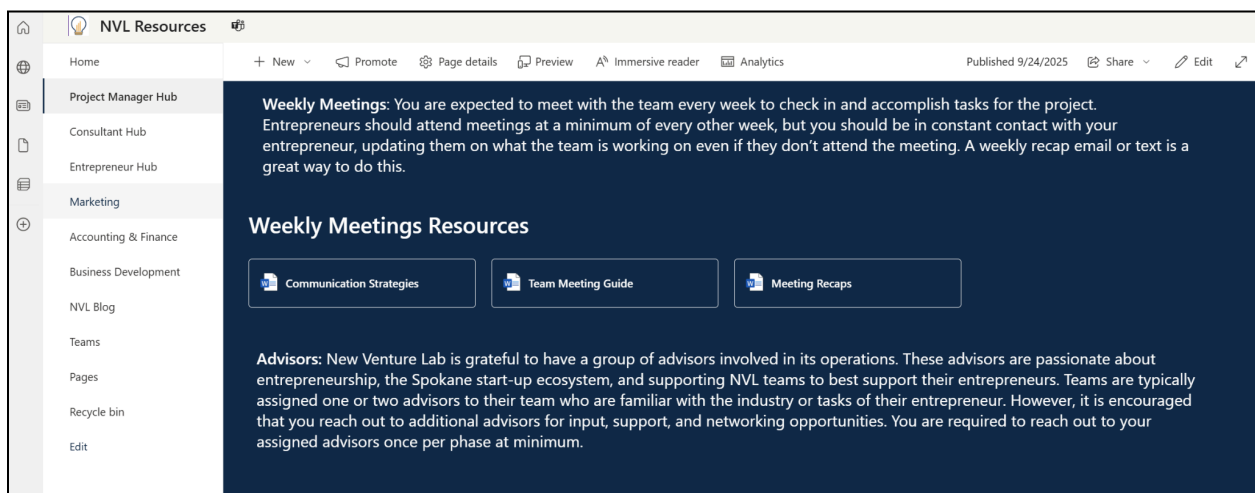
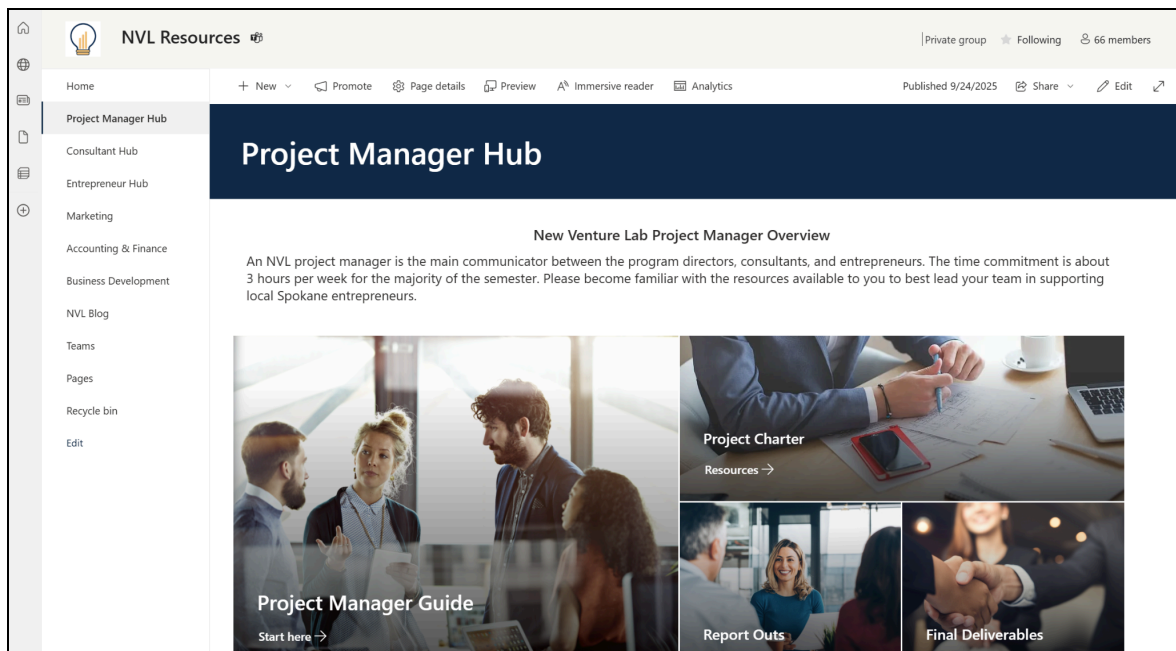


Image 6: Top of the PM Hub Page Containing Quick Links to Helpful Resources

Image 7: Part of the PM Hub Page Containing Weekly Meeting & Advisor Resources



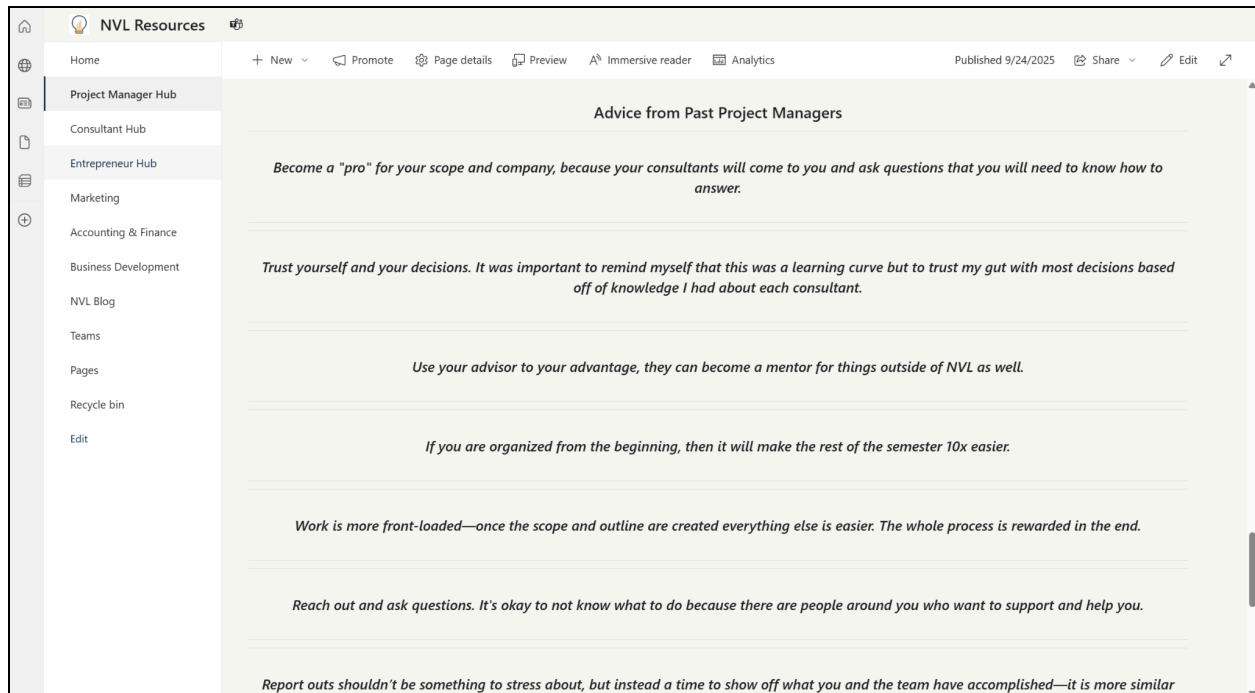


Image 8: Part of the PM Hub Page Containing Advice From Past Project Managers

3.6 Consultant Hub

The Consultant page serves a similar purpose but is tailored specifically to the Consultant experience. It includes the Consultant Training Packet which contains guidance on how to approach Report Outs, work with Advisors, and communicate effectively with PMs and entrepreneurs. It also addresses common feedback on professionalism and presentation skills for important events throughout the NVL semester. The Hub also outlines the commitment stating how Consultants typically spend about two hours per week on NVL and collaborate closely with their PM and teammates to support Spokane entrepreneurs. To provide even more structure, the page outlines a detailed semester timeline from the Kickoff Event, each of the Report Outs, and our culminating events like the End of Semester Exhibition and the Talent Discovery Exhibition. Each event also includes logistics, preparation guidance, and tips for engaging stakeholders effectively.

Another important part of the Consultant page is that it truly emphasizes the value of Advisors, encouraging Consultants to view them as mentors for their projects and networking resources. Similar to the PM page, it contains a directory of our Advisors separated into their specialties in marketing, finance, and business development so Consultants can easily know which Advisor to reach out to. Overall, the Consultants Hub provides clarity, confidence, and the tools needed to meet role expectations, develop professional skills, and contribute meaningfully to their teams and entrepreneurs.

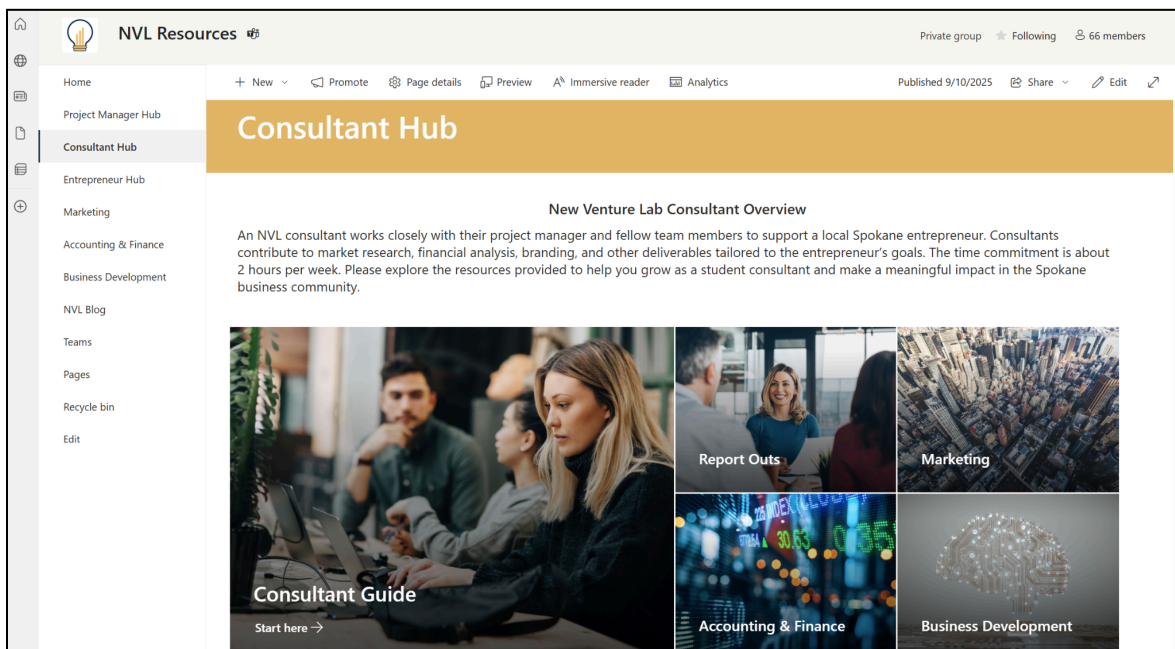


Image 9: Top of the Consultant Hub Page Containing Quick Links to Helpful Resources

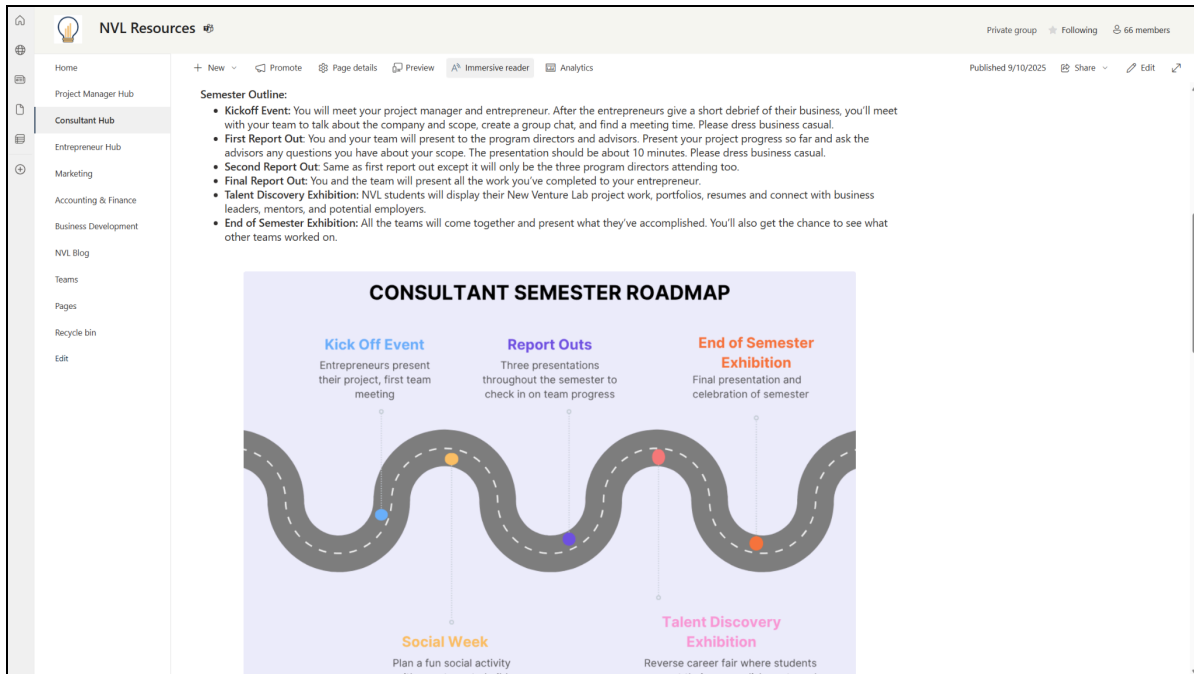


Image 10: Part of the Consultant Hub Page Containing a Semester Outline

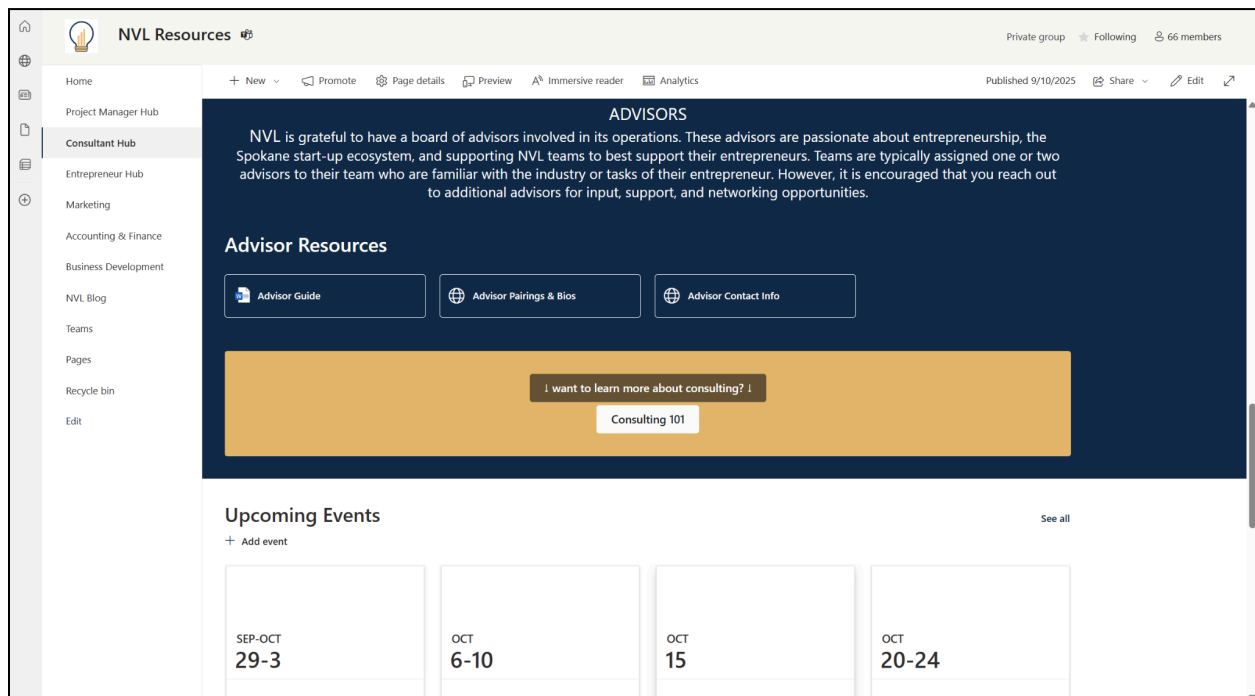


Image 11: Part of the Consultant Hub Page Containing Advisor Resources and Upcoming Dates

3.7 Entrepreneur Hub

The entrepreneur page functions primarily as a landing page with general instructions on navigating the Hub and accessing resources. It includes the semester schedule to help entrepreneurs understand what to expect throughout their partnership with NVL. The page clarifies the role and responsibilities of entrepreneurs and provides access to curated resources in Business Development, Marketing, and Accounting & Finance, enabling entrepreneurs to reference practical tools alongside their student teams. This transparency strengthens trust, improves collaboration, and helps entrepreneurs support team success effectively.

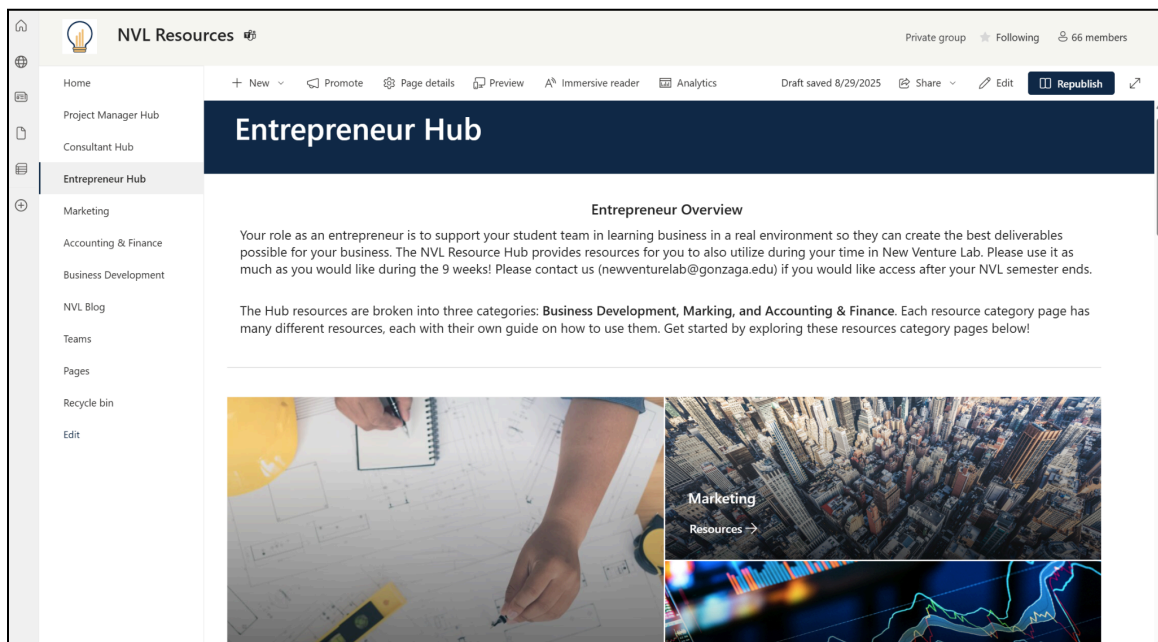


Image 12: Top of the Entrepreneur Hub Page Containing an Overview and Quick Links

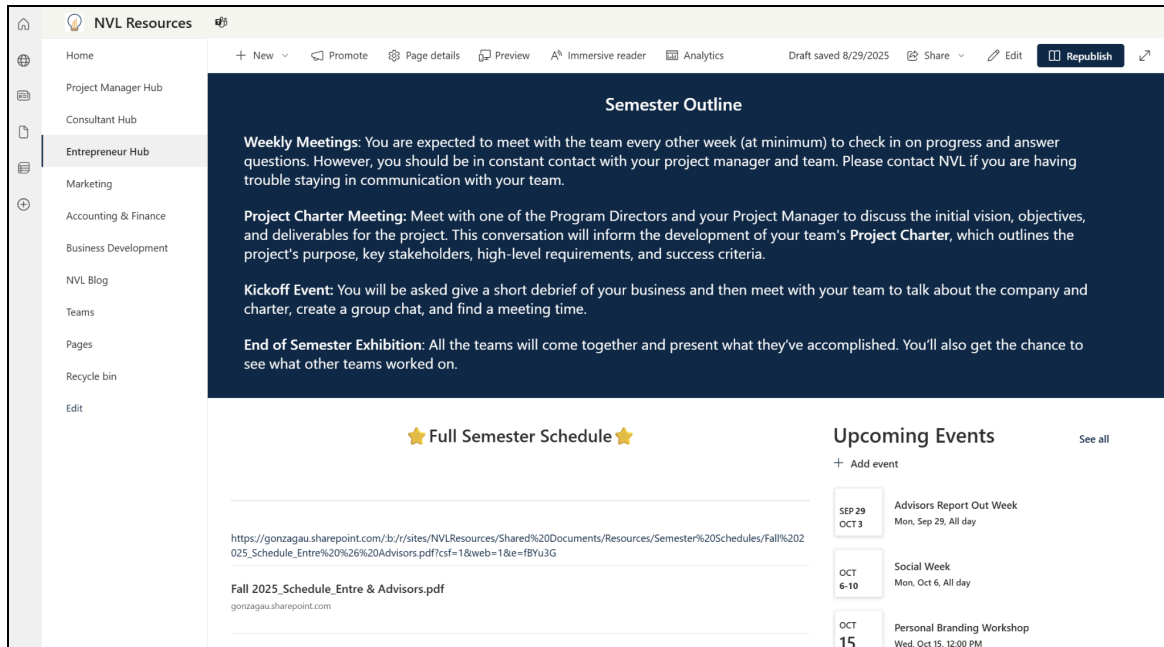


Image 13: Part of the Entrepreneur Hub Page Containing a Semester Outline and Dates

3.8 NVL Chatbot

Another exciting feature of the Hub is the NVL chatbot. During my internship this summer at BNBuilders, I attended a few Microsoft Copilot training sessions where I learned how to set up an integrated Copilot within Microsoft's apps, including SharePoint. After the training, I was inspired to apply what I learned to the Resource Hub and figure out how we could create our very own NVL chatbot. I set up a Microsoft student account that gives students a \$100 budget to experiment with Copilot services, which I used to set up the chatbot and run some initial testing. It directly integrates with the SharePoint site and can read through its pages and navigation structure to deliver answers to any questions a New Venture Lab stakeholder might have about the program. It can remind a Consultant of the next Report Out week, encourage a Project Manager to reach out to a specific Advisor about a topic, give advice on how to lead a successful meeting, and even recommend specific Hub resources for each week of a team's scope. It can pull from any information on the Hub, no matter how specific or niche.

Unfortunately, for NVL members to access the chatbot, they need a Copilot license. I found it really interesting that I was able to set up the backend and get the chatbot running using only a free student account, but users still need a paid license to use it. To address this, I reached out to Jay Yang from the Institute for Informatics and Applied Technology at Gonzaga to see if it would be possible to get licenses for a few NVL members, even just the Project Managers. He explained that since the software is still very new, they are currently gauging interest in who might want these licenses. While we can't yet make the NVL chatbot accessible to everyone in NVL, Kelli Thompson, Program Coordinator of NVL, does have a Copilot license and has kindly offered to invite any Project Manager or Consultant into her office to explore the chatbot or ask it specific questions for their project. I'm continuing to work on getting access for everyone, but it's still uncertain whether that will happen this year, or sometime in the future.

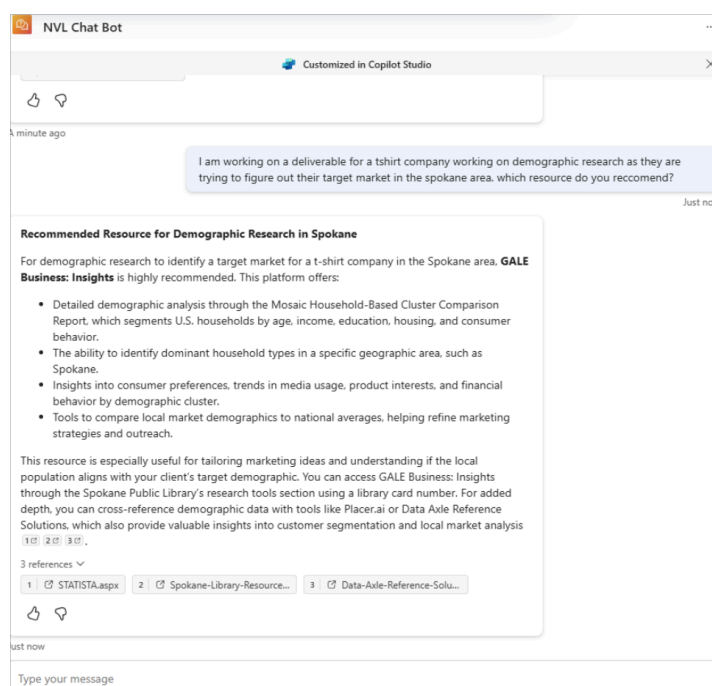


Image 14: Chatbot Interface When Asked About Recommended Resources

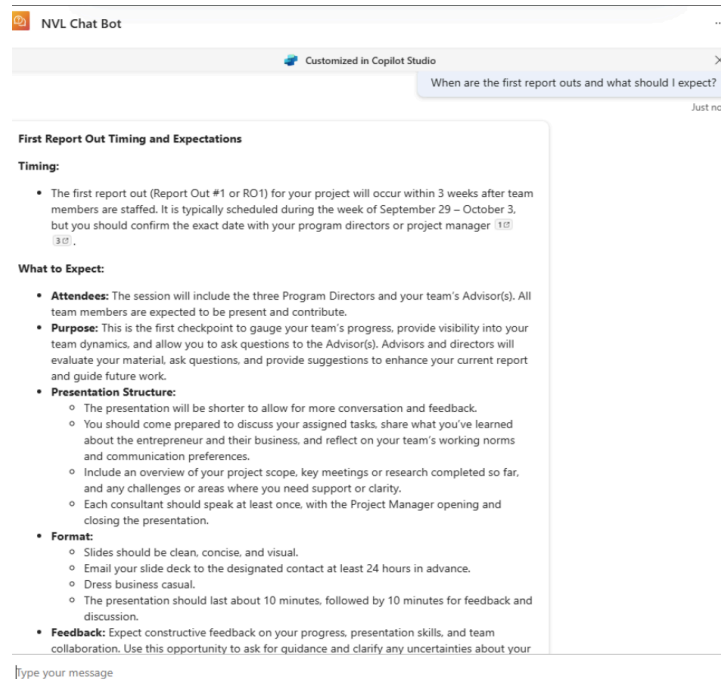


Image 15: Chatbot Interface When Asked About What to Expect at Report Outs

3.9 Teams Channel

In addition to the Hub, there is a dedicated NVL Teams channel that contains all Hub resources in a neatly organized folder structure. This channel exists separately from each project's individual team page on the semester channel, serving as a centralized space for quick access to materials. Resources are organized into folders such as: Advisors, Alumni, Consultants, Events, LinkedIn Resources, Marketing Tasks, NVL Branding & Promo, Project Managers, Reportouts & End-of-Semester (EOS) Materials, Semester Schedules, and Spokane Library Resources. This format is a convenient alternative for members who prefer browsing by folder or are looking for a specific resource without navigating through the Hub interface. It complements the Hub by offering another way to access NVL's tools and materials efficiently.

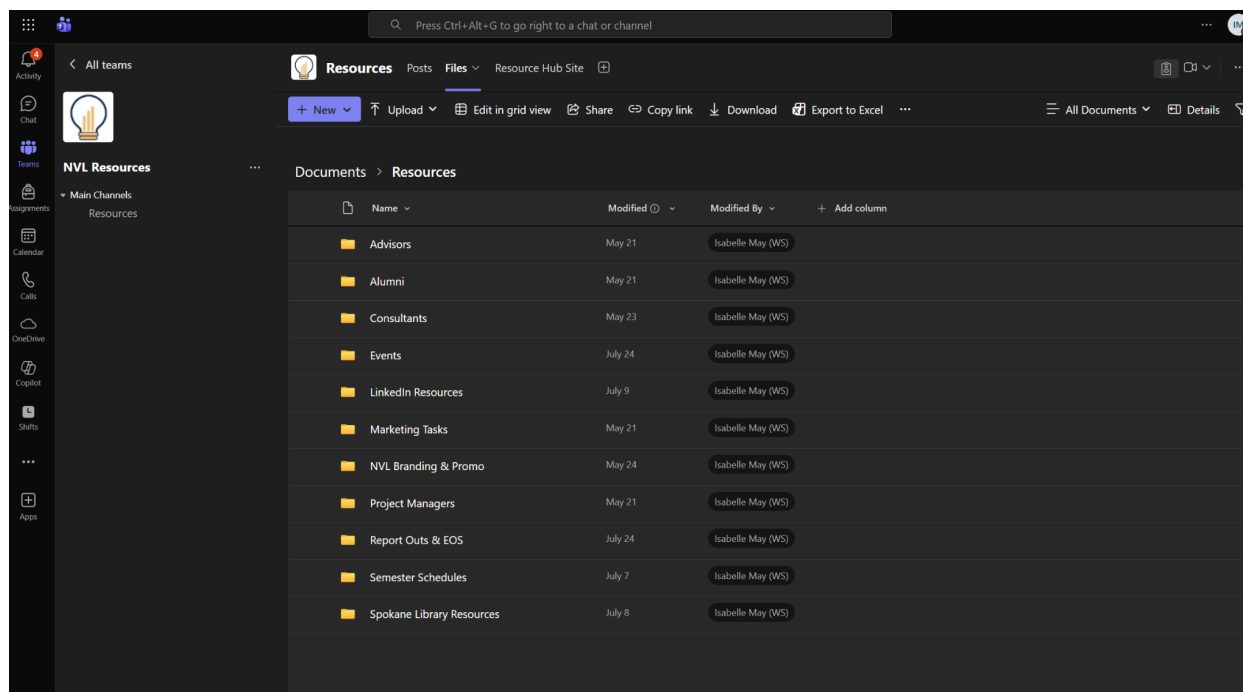


Image 16: NVL Resources Teams Channel

3.10 Accessing the Hub

The Hub site is shared at the beginning of each semester with all New Venture Lab participants, including Consultants, Project Managers, Advisors, and entrepreneurs, with view-only access. Users can view but not edit the resources to make sure that materials remain accurate and prevent unintentional edits. There is also a feedback form at the bottom of the site to allow users to report any issues they encounter or suggest changes. The Hub can be accessed in several ways: via the email link sent to all participants, through the NVL Resources Teams page where the SharePoint site is linked, or directly on SharePoint by logging in with Gonzaga credentials. Since the site is pre-shared with all participants, it should appear immediately upon login. To streamline future access, we recommend that all participants bookmark the page, so they only need to navigate the full process once.

3.11 Future Maintainability

To ensure the Resource Hub remains sustainable and effective, I created the Future Maintenance Document, which outlines ownership, access, structure, and update procedures. The Program Directors are responsible for maintaining the Hub which entails managing access for different users each semester and updating resources. The document provides step-by-step instructions for adding or editing resources, linking new materials to the appropriate pages, and updating semester-specific content such as schedules, events, and Advisor information. It contains a helpful checklist to track what needs updating each term and also describes SharePoint Analytics data to monitor usage, see frequently used resources, and identify areas that may need improvement. This document serves as a tool for future-proofing the Hub, helping new Program Directors maintain resources efficiently, respond to participant feedback, and adapt the Hub to evolving NVL needs.

Section 4: Results & Discussion

4.1 Overview

I released the NVL Resource Hub in September 2025 at our Fall Semester Kick-Off event. At the Kick-Off event, I got to introduce the site to approximately 75 attendees and briefly walk through the site, noting the important pages and providing an overview of the navigation. I also incorporated the Resource Hub into our Project Manager Training later that week. This training allowed for a more in depth demonstration of the Hub with our 8 Project Managers. They asked insightful questions and we walked through a number of specific use cases during this time. I also encouraged PMs to keep the Hub in mind as a tool when designing their semester plans and drafting weekly assignments. During and after the training, I was met with

lots of positive feedback from PMs about how excited they were that everything was in one place and they seemed very excited to utilize it throughout the semester.

Once the Hub had been introduced and integrated into NVL, the next step was to evaluate its impact. To do this, we included a handful of questions in our mid-semester and end-of-semester Project Manager and Consultant surveys to gather feedback on how effectively the Resource Hub was supporting their work (see Appendix B for complete survey instruments and response rates). The goal was to measure engagement, identify barriers to usage, and assess how the Hub influenced Consultants' confidence and preparedness in their roles. Overall, the feedback collected indicates that the main users of the Hub are Project Managers, who use it frequently and see its benefit to their organization and overall projects. For Consultants on the other hand, while the Hub is highly valued and effectively designed, regular engagement remains relatively low, often due to lack of awareness or habit rather than lack of usefulness.

4.2 Mid-Semester Project Manager Feedback Survey

The mid-semester survey for Project Managers (see Appendix B, Survey 3) provided insight on how PMs are using the Resource Hub and the ways it supports their experience leading their teams. Six out of eight Project Managers responded to this survey. Overall, their responses were positive and reflected clarity around expectations, good communication within teams, and a high level of knowledge and confidence in NVL processes, all of which are goals of the Resource Hub. Additionally, the use of the Resource Hub by respondents appeared to be both frequent and intentional, with five of the six respondents saying they accessed the site more than five times and the remaining respondent indicating that they used it three to five times. This level of engagement suggests that the Hub is starting to become a central reference point for Project

Managers as they seek out information on role expectations, deadlines, and resources to support their projects.

The survey also revealed that every PM accessed the *PM Resources* page, the main landing page for PMs containing guides on effective project management, a calendar of events and what to expect at each, how to lead weekly meetings, and advice from past PMs. Beyond that, three respondents reported using the *Marketing Resources* and *Business Development Resources* pages, two accessed *Finance Resources*, and one utilized *Advisor Resources*. This aligns with the pain points reported by PMs in the survey given last year that they were wanting a central location for dates, information, and expectations. The medium to high usage of these pages also speaks to how the content on the Hub aligns well with actual user needs and is navigable. The Project Manager Survey results also reveal that PMs feel confident in their roles, understand expectations, and know where to find the information they are looking for. Statements such as “I understand the expectations of my role” and “I know where to find information about NVL when I need it (or who to ask)” received ratings of Agree or Strongly Agree across respondents. This suggests that the Hub is serving its intended purpose of effectively reducing confusion and giving PMs a source of truth for planning and executing their work. These improvements are not temporary. Because they stem from permanent, accessible resources rather than individual leadership style, they will compound with each semester as future Program Directors add to the Hub.

4. On a scale of 1 (Strongly Disagree) to 5 (Strongly Agree), rate the following statements:

[More details](#)

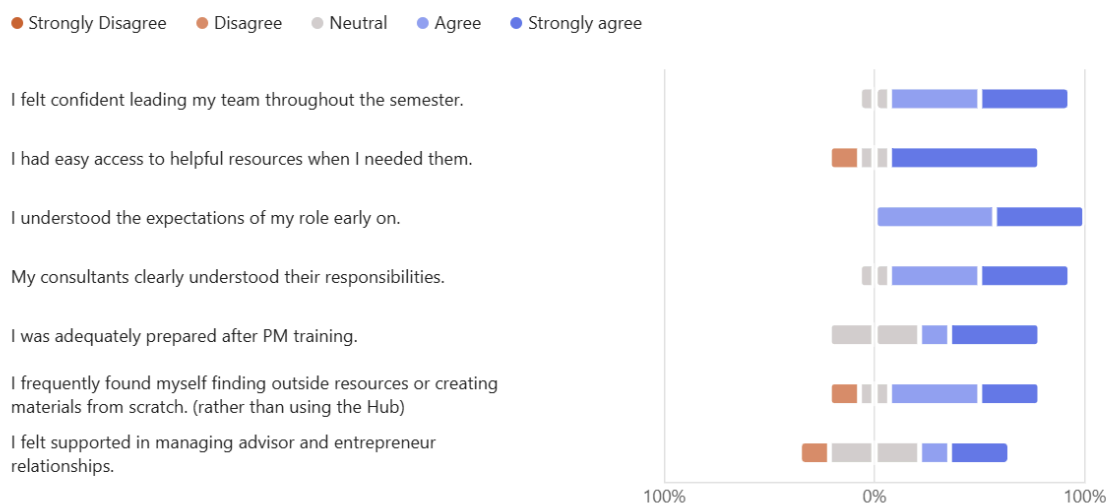


Figure 4: Fall Project Manager Survey Results on Confidence, Resources, and Training.

10. How helpful were the following Resources Hub Resources

[More details](#)

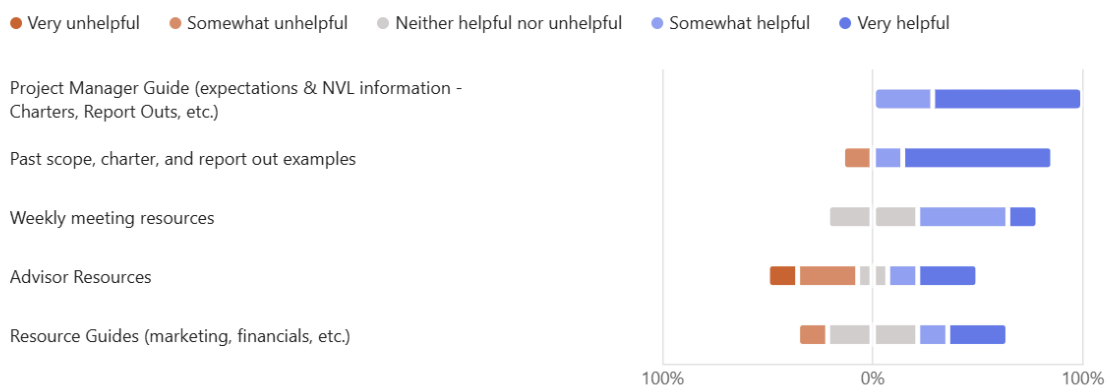


Figure 5: Fall Project Manager Ratings of Potential Digital Hub Resources.

4.3 Mid-Semester Consultant Feedback Survey

While Project Managers demonstrated strong and consistent engagement with the Hub, the Consultant experience revealed a different pattern through the Consultant Mid-Semester Survey (see Appendix B, Survey 4). Most Consultants reported limited use of the Resource Hub

throughout the semester. Approximately 60% of respondents indicated they had used the Hub one to two times, 10% reported using it three to five times, and the remaining 30% said they had not used it at all. Among those who did engage with the Hub, the most frequently accessed section was the *Consultant Resources* page, which includes important role-related materials such as the Consultant guide, Report Out information, scope templates, and key dates. Nearly 85% of users referenced this page, confirming its role as the primary point of reference for Consultants. Other sections, including *Marketing*, *Finance*, *Advisor*, and *Business Development Resources*, were used less often, with use reported by roughly 15–25% of respondents. This pattern demonstrates that Consultants rely on the Hub mainly for logistical information but are not utilizing the pages that could support their project contributions or broader professional development.

When asked what prevented them from using the Hub more frequently, many Consultants noted forgetfulness and lack of integration into their routines. About 40% of respondents said they simply forgot the Hub existed or did not think to use it, with another 25% mentioned uncertainty about how to access or navigate it. Around 20% of Consultants noted that they felt confident completing their work without referencing the Hub, and another 10% cited time constraints as the main barrier, which is interesting as a goal of the Hub is to save time. A few Consultants also mentioned that they were unsure which pages would be most helpful or found navigation somewhat challenging. These responses together suggest that the main obstacle to consistent use is likely not the Hub's quality or relevance, but rather its visibility and integration within the pre-existing structure of NVL. Notably, when Consultants were asked what additional resources would be helpful, the vast majority had no suggestions, responding with "n/a," "no," or leaving the question blank. This further supports the conclusion that the content on the Hub is

meeting the needs of those who are utilizing it, and the biggest challenge is getting Consultants to access it in the first place.

Despite relatively low frequency of use, the survey results reveal strong overall confidence and preparedness among Consultants. When asked to rate their understanding of their roles and access to information, 96% of those surveyed agreed or strongly agreed that they understood the expectations of their role, and 92% felt they knew where to find NVL information or who to ask when questions arose. Similarly, 84% felt confident reaching out to their Advisors, and 80% felt comfortable contacting their entrepreneurs with questions. These high confidence ratings indicate that Consultants are feeling supported and capable within their positions, a result that can at least be partially attributed to the availability of the Resource Hub.

One factor that may explain the gap between low Hub usage and high confidence is the mediating role of Project Managers. Several Consultants who responded to the survey emphasized reliance on their PM for information and guidance, with comments like *“I rely on my PM to have direct contact with the entrepreneur”* alongside frequent praise for PM communication. With the reportedly high Hub usage of Project Managers, it is likely the case that PMs are accessing the Hub content and relaying it to their teams, allowing Consultants to benefit from the content indirectly even without accessing it themselves. While overall confidence ratings were strong, a small number of Consultants, particularly on the Code Lexica and Uplift ADHD teams, marked “Strongly Disagree” on questions about Advisor accessibility or role clarity. This handful of outliers suggest that while the Hub is working well to effectively support the majority, some team-specific dynamics may require additional attention beyond what the Hub as a centralized resource can address.

4.4 End-of-Semester Project Manager Feedback Survey

The end-of-semester Project Manager Reflection Survey (see Appendix B, Survey 5) provided insight into how the Resource Hub supported PM leadership throughout the full semester. Seven out of eight Project Managers responded to this survey, (87.5% response rate). Overall, responses demonstrate an overall positivity and a high satisfaction rate regarding their experiences in NVL. Looking at metrics regarding leadership confidence, the majority of PMs (86%) agreed or strongly agreed that they felt confident leading their teams throughout the semester, insinuating that the combination of training, resources, and support structures adequately prepared them for their roles.

The survey included specific questions about the helpfulness of various Resource Hub components (see figure 5). The Project Manager Guide, which contains expectations, NVL information, charters, and Report Out details, received the strongest ratings, with five of seven respondents (71%) finding it “Very helpful.” Past scope, charter, and Report Out examples were similarly well-received, with five respondents rating them as “Very helpful” or “Somewhat helpful.” Weekly meeting resources received interestingly mixed feedback, with three PMs finding them “Very helpful” and the three others rating them as neutral. The Advisor Resources showed the most variation, with responses ranging from “Very helpful” to “Very unhelpful,” making this an area for future iteration and improvement to ensure they are helpful for all PMs. The resource guides for marketing, finance, and business development tasks received moderate ratings, with most responses falling in the neutral to somewhat helpful range. The results are likely skewed for this question since it is probable that not every PM accessed all of the resources mentioned on the survey.

Responses to questions about role understanding were also strongly positive (see figure 4). Six of seven PMs (86%) agreed or strongly agreed that they understood the expectations of their role early on. More specifically, the number of “Disagree” responses dropped from 14% to 0%, and “Strongly Agree” responses increased from 29% to 43%, suggesting clearer role expectations, one of the main goals of the Resource Hub. Similarly, 86% of respondents agreed or strongly agreed that they had easy access to helpful resources when needed, a significant improvement from the Spring 2025 baseline where 29% of PMs disagreed that they had easy access to helpful resources. In the Fall 2025 survey, no PMs disagreed, and the proportion who “Strongly Agreed” jumped from 0% to 43%. This is a direct indicator that the Hub successfully improved resource accessibility. The indicators of PM training preparedness went up as well, as 4 out of 7 (57%) of the respondents reported that they were ready for the training, while only 28% of the respondents had this opinion in Spring 2025. In addition, the “Strongly Agree” answers tripled from 14% to 43%, while the “Strongly Disagree” answers went down from 14% to none, showing that the new training materials and Hub resources were crucial in making the onboarding process less overwhelming overall.

Although there were easy-to-access resources available, PMs still experienced consulting challenges common in NVL. Some of the problems most frequently mentioned were changes to the project scope (3 PMs), difficulties in communicating with entrepreneurs (3 PMs), and difficulties in making the weekly assignments interesting (2 PMs). It also seems that even with the Hub having a lot of supportive resources for weekly assignments, five out of the seven PMs (71%) still prefer to find resources outside or create their own materials from scratch. This does not necessarily mean that the resources on the Hub are not helpful since, as with any project, it is important that PMs are seeking out additional resources to meet the unique needs of their scopes.

Further, the shift from “Strongly Agree” (43% → 29%) and increase in “Disagree” (29% → 43%) between the spring and fall surveys suggests PMs are using provided resources slightly more rather than creating materials completely from scratch.

When asked what they would like to see from NVL in the future, PMs offered several suggestions: more cross-team networking events and opportunities for all teams to collaborate, additional entrepreneur and Advisor preparation on expectations, more structured brainstorming sessions between entrepreneurs, PMs, and Advisors, and a pitch competition or external-facing events to raise NVL's profile. The themes that emerged from this question were drastically different from the spring survey. Before the creation of the Hub, many of the responses to this question had to do with a desire for centralized resources. Responses consisted of: *“I wish I had a better timeline and overall training”*, *“A transition binder would be helpful to understand our roles”*, *“Resource List. A comprehensive list of what to do when encountering things”*, and *“PM training for new PMs. List of resources.”* The requests this semester seem to be much more specific (ie. *“more tutorial videos,” “brainstorming time with entrepreneurs/Advisors”*). Advisor relationship support was one thing that remained mixed in both semesters, suggesting this is a relationship-based challenge the Hub alone cannot fully remedy. Overall, it appears that there is less confusion about where to find information and more of a focus on relationship management and events rather than basic resources. This shift from “I need resources to exist” to “I'd like additional specific features or initiatives” suggests the foundational resource problem has been largely addressed.

Table 2: Summary of Key Improvements for Project Managers

Metric	Spring 2025	Fall 2025	Change
Easy access to helpful resources (Agree/Strongly Agree)	57%	86%	+29%
Adequately prepared after PM training (Agree/Strongly Agree)	28%	57%	+29%
Understood role expectations early (Agree/Strongly Agree)	72%	86%	+14%
Created materials from scratch (Agree/Strongly Agree)	57%	43%	-14%
Felt supported managing Advisor/entrepreneur relationships (Disagree)	29%	14%	-15%

4.5 End-of-Semester Consultant Feedback Survey

The End-of-Semester Consultant reflection survey (see Appendix B, Survey 6) captured feedback from 23 of 48 Consultants (48% response rate), with the survey still active at the time

of writing. Consultants reported generally high satisfaction with their assigned projects, with 77% rating their project happiness as a 4 or 5 out of 5. The majority of respondents (86%) agreed or strongly agreed that their project aligned well with their skills and interests. The survey included specific questions designed to evaluate the Resource Hub's impact on Consultant preparedness. Results showed strong confidence in resource accessibility. Notably, 86% agreed or strongly agreed that they felt comfortable finding resources or examples when needed. More specifically, the number of respondents who indicated "Disagree" dropped from 3% to 0%, and "Strongly Agree" increased from 50% to 59% demonstrating that Consultants feel more confident locating resources.

Similarly, 95% agreed or strongly agreed that the resources provided by NVL and their Project Manager were helpful and relevant (see figure 7). This is a significant increase from the spring results in that those responding "Strongly Agree" jumped from 47% to 68%, "Neutral" dropped from 9% to 5% and "Disagree" dropped from 3% to 0%. This suggests the breadth and convenience of Hub's resources are perceived as more helpful than the minimal scattered resources available before. Additionally, 95% felt well-equipped to complete the work outlined in their scope, with a 24% increase in respondents reporting "Strongly Agree" to this statement. Additionally, there was modest improvement in Consultants reporting "Strongly Agree" (47% to 55%) to having a clear understanding of their roles and responsibilities (see figure 6), suggesting the Consultant Training Packet and Hub resources helped clarify expectations.

When asked specifically about the Resource Hub, 91% of respondents agreed or strongly agreed that it was helpful to have centralized, easy-to-access resources available. Interestingly, in the spring survey 87% agreed or strongly agreed that "It would be helpful to have centralized, easy-to-access resources." Thus, the actual experience matched or exceeded expectations

reported in the spring survey. However, consistent with mid-semester findings, actual usage remained lower than perceived value. Only 36% of respondents agreed or strongly agreed that they frequently used the Resource Hub's guides, information, and Advisor resources. Despite lower direct engagement, 50% of respondents agreed or strongly agreed that the Resource Hub benefited the overall success of their project, with another 27% responding neutrally. This pattern reinforces the mid-semester observation that Consultants may benefit from the Hub indirectly through their Project Managers, who demonstrated significantly higher usage rates.

Consultants overwhelmingly praised their Project Managers, with 91% agreeing or strongly agreeing that they received enough guidance and support. Qualitative responses further brought to light PM organization, communication, and supportiveness as key strengths. One Consultant described their PM as “*seriously the best communicator ever*,” while another noted their PM was “*always so willing to help with anything we needed and always gave super clear instructions*.” Several respondents specifically credited their PMs with creating positive team environments: “*She was lovely and really made our team feel united*.” These findings suggest that PMs effectively translated Hub resources into actionable guidance for their teams, consistent with the hypothesis that high PM Hub usage correlates with strong Consultant preparedness even when Consultants themselves do not directly access the Hub.

While most Consultants reported positive experiences with their entrepreneurs (68% agreed or strongly agreed that their entrepreneur was helpful and engaged), some teams reported notable challenges. These team-specific dynamics bring to light that while the Hub’s centralized resources can address many Consultant needs, relationship management with entrepreneurs requires ongoing attention beyond what a digital Hub can provide. There was also interestingly a qualitative shift in Consultant comments in the spring (pre-Hub) versus in the fall (post-Hub).

Comments in the spring tended to focus much more on the lack of resources including examples such as: *“Sometimes I felt that it was hard to find reliable resources and felt like I was just going searching”*, *“I wish I had a set of websites to help with each task”*, *“More information about the process up front”*, *“Was a little bit confused the whole time of how NVL worked.”* This past fall semester, feedback focused a lot more on relationship issues and entrepreneur engagement rather than resource gaps. Requests this fall were also more focused on initiatives, such as more networking events or CS-specific projects. Similarly to the Project Manager survey, this shift in the Consultant’s narrative from “I need more resources” to “I want more opportunities” suggests the foundational resource problem has been addressed.

These results suggest that the Resource Hub has contributed to a well-supported Consultant experience, as evidenced by high ratings on preparedness, resource accessibility, and PM support. The gap between perceived Hub value (91% finding centralized resources helpful) and actual usage (36% using them frequently) indicates an opportunity for increased Hub integration into Consultant’s work. Next semester, we, as Program Directors, plan to prompt Consultants to access Hub resources more frequently and encourage PMs to direct Consultants to specific Hub pages for their assignments. The strong PM-mediated support model appears effective, as demonstrated by 95% of Consultants agreeing their PM provided helpful resources and guidance, and is in line with the original goal of the Hub to provide PMs with more resources. This model however, does create a sustainable knowledge transfer mechanism where 8 well-equipped leaders each semester can effectively support 40+ Consultants, a scalable structure for institutional knowledge preservation that doesn't require universal behavior change. However, increasing direct Consultant engagement with the Hub could further improve outcomes and take some of this administrative pressure off of PMs. It is also important to note

that 95% of respondents indicated they would recommend NVL to another student and 64% expressed interest in returning, suggesting that the overall support structure in NVL, including the Hub, has contributed to a positive program experience.

In terms of areas for improvement, suggestions were minimal. One PM recommended adding more tutorial videos, which aligns with students, and young people in general, preferring quick, visual, and actionable formats. This provides an opportunity for future Hub expansion, especially in providing shorter walkthroughs for commonly used tools, templates, or processes. The Hub currently has a longer video on how to navigate the Hub as well as detailed informational videos on some of the Spokane Library resources, but there is no short-form content at the moment. There were very few requests for additional resources apart from the tutorial videos suggesting that the current content is adequately meeting user needs. These results overall illustrate that the Hub has fundamentally changed how institutional knowledge is preserved in NVL. Unlike previous years where each PM cohort started from scratch, future Project Managers will now inherit 60+ vetted resources and decades of collective wisdom. This represents a permanent shift in the program's operational foundation. Overall, the mid-semester survey results affirm the Resource Hub's impact on NVL's Project Managers in helping them feel more prepared, understand their role, and have more resources to confidently lead their teams.

Table 3: Summary of Key Improvements

Metric	Spring 2025	Fall 2025	Change
Resources were helpful (Strongly Agree)	47%	68%	+21%

Well-equipped for scope (Strongly Agree)	44%	68%	+24%
PM support (Strongly Agree)	56%	68%	+12%
Comfortable finding resources (Disagree)	3%	0%	-3%
Centralized resources helpful (Agree/Strongly Agree)	87%*	91%	+4%

*Spring 2025 was hypothetical; Fall 2025 was actual experience

5. Overall Experience: Rate the following statements on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree):

[More details](#)

● 1 ● 2 ● 3 ● 4 ● 5

I felt that the project I was assigned to aligned well with my skills and interests.

I felt that my contributions to the project were valued.

I had a clear understanding of my role and responsibilities throughout the semester.

I received enough guidance and support from my Project Manager.

I was able to develop new skills through my NVL project and apply what I've learned in the classroom.

I found my Entrepreneur to be helpful and engaged.

I found my team's Advisor to be helpful and engaged.

NVL helped me build professional connections and networking opportunities

The overall structure and organization of NVL supported a successful project experience.

Communication within my project team was effective.

I will likely participate in NVL again in the future.

I will likely recommend NVL to another student?

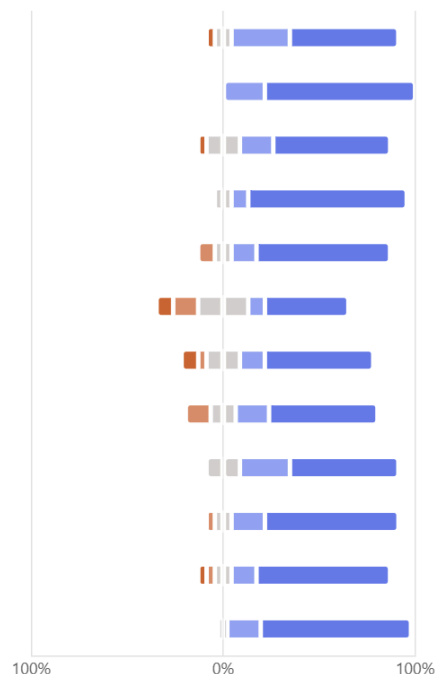


Figure 6: Results from Consultant Survey on Overall Project Experience

6. Resources & Preparedness: Rate the following statements on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree): [More details](#)

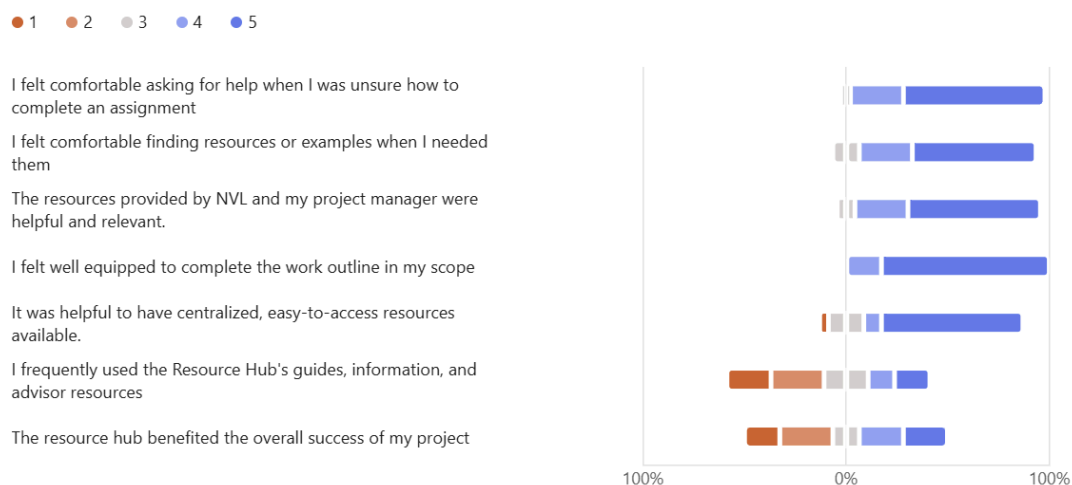


Figure 7: Results from Consultant Survey on Resources and Preparedness

4.7 Page Analytics

Looking at the SharePoint analytics data of the Resource Hub further validates the usage patterns revealed in the surveys (see Table 4). The Home Page received the highest traffic with 54 unique viewers and 485 total views. This page serves as the initial landing page and the entry point to the Resource Hub. Among the role-specific pages, the Project Manager Hub saw the highest engagement per user (247 total views from 21 unique viewers, averaging 11.8 views per user). This aligns with survey findings where 86% of PMs reported using the Hub more than five times, confirming PMs as the Hub's most frequent and consistent users. The Consultant Hub had more unique viewers (32) but fewer total views (170), averaging just 5.3 views per user. This reflects the larger Consultant population (approximately six times more Consultants than PMs) while also confirming survey findings that Consultants accessed the Hub less frequently than their PM counterparts. Figures 8 and 9 illustrate engagement trends over time for the Home Page and Project Manager Hub. Both pages show the highest activity at the beginning of the semester

as users familiarized themselves with the Hub, followed by consistent but lower engagement mid-semester, and a slight uptick toward the end of the semester as teams prepared final deliverables and Report Outs.

For the resource specific pages, Marketing Resources saw the most traffic (171 views), followed by Finance & Accounting (118 views). The Report Outs page was the most-visited NVL-specific resource (57 views from 13 unique viewers), revealing students' need for extra guidance on the higher stakes aspects of NVL. Individual resource guides such as IBISWorld, Canva Magic Write, and the Marketing Library Resources saw modest but meaningful engagement, indicating that students are at least beginning to explore the external resources.

Table 4: Resource Hub Page Analytics (November 22, 2025)

Page	Unique Viewers	Total Views
Main Pages		
Home Page	54	485
Project Manager Hub	21	247
Consultant Hub	32	170
Entrepreneur Hub	9	30
Resource Category Pages		
Marketing Resources	14	171
Finance & Accounting Resources	15	118
Business Development Resources	15	57
Individual Resource Guides		
Marketing Library Resources	4	52
IBISWorld	5	18

Canva Magic Write	5	15
Google Digital Marketing Tools	3	22
Gale Business Insights	3	15
Finance Library Resources	4	31
QuickBooks	4	12
Business Model Canvas	4	11
Power BI	3	10
NVL-Specific Resources		
Report Outs	13	57
People/Directory	7	46
Advisors	6	30
Trainings	7	29
NVL Branding	6	25

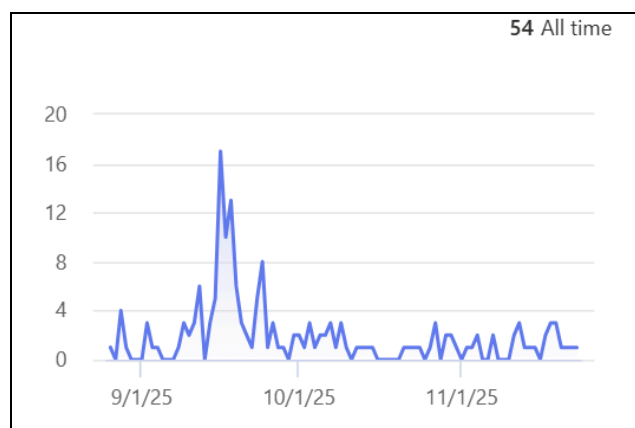


Figure 8: Home Page Unique Viewers

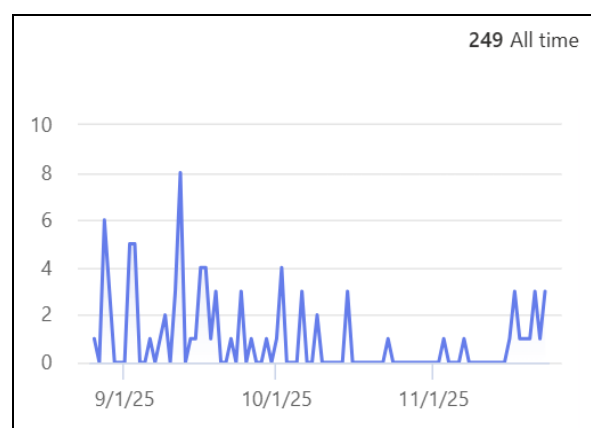


Figure 9: PM Page Unique Viewers

Section 5: Reflection, Contribution, and Conclusion

5.1 Project Summary

My overall goal for this project was to address a persistent challenge within Gonzaga University's New Venture Lab: the lack of centralized, accessible resources to support student Consultants and Project Managers in their work with local Spokane entrepreneurs. Drawing upon three and a half years of personal experience as a Consultant, Project Manager, and now Program Director, I have observed firsthand how institutional knowledge on NVL processes and resources was lost each semester as students graduated or moved on. This has left the preceding cohorts to reinvent processes or do additional independent research for tools that previous teams had already used and found helpful for NVL tasks. Spring 2025 survey data confirmed these observations in that while students reported that they eventually found resources to successfully support their projects, they oftentimes struggled with where to look, how to access and use tools common to NVL, and what was expected of them in their roles.

In response, I developed the NVL Resource Hub, a SharePoint site containing over 60 curated resources nicely organized by role and task. The Hub includes dedicated role pages for Project Managers, Consultants, and entrepreneurs containing NVL specific resources for training, processes, and timelines. It also contains three external resource pages for marketing, accounting and finance, and business development tasks. Each of these pages contains many different individual resource guides which walk students through how to access the resource, examples of relevant tasks, tutorial videos, and usage examples from previous NVL deliverables. By equipping NVL students with accessible, high-quality resources, the Hub seeks to enhance the growth of the program's student leadership, deliver more meaningful support to Spokane's

entrepreneurial community, and position NVL as a more professional and effective consulting service.

The results from the Fall 2025 survey demonstrate how the Hub has successfully improved the NVL experience. Among Project Managers, agreement that they had easy access to helpful resources increased from 57% to 86%, and those reporting adequate preparation after PM training rose from 28% to 57%. Consultants similarly reported gains, with 95% agreeing that NVL-provided resources were helpful and relevant, compared to lower confidence levels in the spring 2025 semester, prior to the introduction of the Hub. These results in tandem with the qualitative shift observed in the open ended survey feedback, where participants were less focused on needing resources to exist and more focused on requesting specific initiatives, suggest that the foundational lack of resources problem has largely been addressed. More importantly, because these resources are permanently preserved rather than recreated each semester, the improvements observed will compound with each future cohort rather than reset every four months.

5.2 Lasting Impact

When I started this project, I kept imagining a future where NVL students wouldn't have to struggle the way I did as a freshman working with Little Noodle, searching for resources, unsure if I was doing things the right way, wishing someone had just told me where to look. I imagined what it would be like if Project Managers didn't have to spend hours each week researching tools that previous PMs had already figured out how to use. I wanted to break the cycle where every semester, institutional knowledge walked out the door with graduating seniors, and new students had to start from scratch.

The Resource Hub represents a fundamental shift in how NVL operates. For the first time in the program's 22-year history, we now have a centralized, permanent system for capturing and transferring institutional knowledge. This project is much more than just a helpful tool for this semester, and rather a structural change that will compound in value with every cohort that uses it and adds to it. Before this Hub existed, each Project Manager cohort recreated training materials, rediscovered which databases actually worked for market research, and relied on informal conversations to figure out how NVL processes worked. When students graduated, their intel about what resources were helpful, which Advisors specialized in what areas, and how to structure effective deliverables left with them leaving the next group to figure it all out again.

Now, NVL has permanent documentation of:

- **23 external resources** with dedicated guides that include access instructions, relevant tasks, tutorial videos, and examples from past NVL projects
- **37 NVL-specific resources** including training packets, meeting templates, scope examples, Report Out guides, and detailed Advisor directories
- **Collective wisdom from multiple Program Directors and PM cohorts**, captured through survey feedback and advice from past Project Managers
- **A systematic maintenance structure** through the Future Maintenance Document that ensures the Hub stays up to date and relevant.

Together, this represents approximately 200+ hours of institutional knowledge that would have otherwise been lost when this year's students graduated or moved on from NVL. More

importantly, it creates a foundation that future Program Directors can build on rather than rebuild.

Ensuring the Hub's longevity required intentional design choices. Would future Program Directors maintain it? Would it become outdated? To address these questions, I built sustainability into the Hub's foundation in several ways such as hosting on SharePoint, maintenance documentation, feedback mechanisms, and integration into NVL operations. The Hub lives on SharePoint, which is part of Gonzaga's permanent Microsoft infrastructure. Unlike a personal website or Google Drive folder that might get lost or deleted, the Hub is hosted on university systems that will persist as long as NVL exists. Future Program Directors inherit access easily through their Gonzaga credentials where they can then update access for the rest of the stakeholders. The Future Maintenance Document I created provides step-by-step instructions for updating resources, managing access, adding new content, and using analytics data to track usage patterns. It includes a semester-by-semester checklist so future PDs know exactly what needs updating and when. It's all documented in a way that will allow future Directors to easily take over control. Every page includes a feedback form where users can report issues or suggest additions. This creates a channel for continuous improvement that doesn't require future PDs to proactively seek out problems, users can flag them directly. The Hub is now part of official NVL onboarding. We introduce it at Kickoff, reference it during PM training, and refer to it in response to frequently asked questions. This integration makes it more likely that future cohorts will continue using, making it their own, and valuing it.

That said, I recognize that one semester provides limited evidence for long-term sustainability. The true test will unfold over the next 3-5 years. But the early adoption patterns, with 86% of PMs reporting easy access to helpful resources compared to 57% before the Hub,

suggest strong foundational viability. And perhaps most tellingly, the qualitative feedback shifted dramatically from “I need resources to exist” in Spring 2025 to “I want more networking events” in Fall 2025. When students stop asking for basic infrastructure and start requesting additional initiatives, that suggests the foundational problem has been solved.

The Resource Hub fundamentally changes NVL's DNA, transforming it from a program dependent on informal knowledge transfer into one with permanent institutional memory. Every future Program Director and Project Manager will inherit 200+ hours of documented wisdom rather than starting from scratch, and every Consultant will have the clarity and resources I wished for as a confused freshman in my first semester of New Venture Lab. The Hub's value compounds over time through eliminating redundancy. Before its creation, each semester required approximately 10 hours to recreate training materials and 160 hours of collective PM time spent independently researching tools (20 hours per PM \times 8 PMs), totaling 170 hours of duplicated effort every semester. These hours are now preserved permanently in the Hub's guides and resources. Over a five-year period, this translates to cumulative savings of over 850 hours of student time. Rather than repeatedly solving the same problems and finding information, future cohorts can build upon this foundation, redirecting their time saved toward delivering higher-quality outcomes for Spokane entrepreneurs.

5.3 Interpretation of Results

Interestingly, we also see from the survey data that the Project Managers emerged as the primary Hub users who then likely relayed information from the resources to the Consultants on their teams. I remain curious if this is a positive model or potentially a limitation of the Hub that future promotion specifically to Consultants could address. This semester, I found myself plugging the Hub mostly at our Friday Project Manager meetings rather than at Report Outs or

team meetings. In the future, directing Consultants to the Hub in response to common questions such as when certain events are or what a process entails, could increase dependency on the Hub as a resource and begin to integrate it more meaningfully into their routines. This would ideally encourage them to use the Hub independently rather than relying on their PMs, though the current system does seem to function reasonably well.

Another notable observation is the perception-usage gap observed in the difference between 91% of Consultants found centralized resources helpful, but only 36% used them frequently. This gap hints at the idea that while Consultants recognized the value of the Hub, awareness alone is not directly translating into consistent behavior change and full integration of the Hub into their experiences. Essentially, it is clear that they *like* the idea of centralized resources, but maybe don't yet see them as a core part of their work in NVL. This opens up an opportunity to continue exploring what potential barriers, whether it be lack of reminders, difficulty accessing the Hub, old habits, or reliance on PMs, might be hindering more frequent use. Continuing to directly prompt PMs and Consultants to use the Hub, promoting it on NVL socials like LinkedIn and Instagram, and really positioning it as the quickest path to trustworthy resources and answers could aid in closing this perception-usage gap over time.

5.4 Limitations

While the results from this past fall semester suggest that the resource Hub has positively impacted the overall NVL experience, it is also important to acknowledge several limitations that impact the conclusions that I can draw from its evaluation. The most significant limitation is the brief timeline I was working under for the development and implementation of the Resource Hub. After deciding on my senior thesis project in April of 2025, I spent the summer months developing the Hub and introduced it in September 2025 at our fall semester Kickoff event.

While this thesis captures only one semester of implementation, the Hub's design, particularly the maintenance documentation and institutional hosting on SharePoint, positions it to outlast individual leadership transitions. The true test of this contribution will unfold over the next 3-5 years, but early adoption patterns suggest strong foundational viability. Another notable limitation is my own dual role as both a current Program Director and the creator of the Resource Hub during its release and evaluation period.

My personal investment in the Hub's success likely influenced how I structured Project Manager Training, the frequency of which I referred to the Hub's resources in communications, and the overall emphasis I placed on resource accessibility throughout the semester. It is completely plausible that improvements in PM confidence and preparedness may not have stemmed from The Hub itself, but from my deliberate attention to onboarding, clearer communication of expectations, and more responsive leadership, all factors that very well could have existed independently of the Hub itself. Additionally, I personally knew many of the Project Managers and Consultants and had established trust and credibility with participants from previous semesters. This may have positively biased their survey responses or made them more receptive to adopting the Hub as a new system. Future semesters under different Program Directors will provide a clearer picture of whether the Hub's value persists regardless of leadership style.

Survey response rates, while strong overall, introduce potential self-selection bias. The mid-semester Consultant survey achieved a 93% response rate, and the PM surveys ranged from 75% to 100%, but nonetheless who responded might be skewed slightly towards those who were more engaged, organized, or satisfied with their experiences. Students who felt more disconnected from NVL, struggled with their project, or had negative experiences may have been

less likely to complete feedback surveys, making it so the positive trends observed could be over-representative of the experiences of satisfied participants. The End-of-Semester Consultant Survey in particular may be the most susceptible to this bias as it only had a 46% response rate at the time of writing. Those who invested more time and effort into their projects may have been more motivated to share feedback at the end of the semester, while those who may have been more disengaged towards the end or felt unsupported might be unrepresented in this final data.

It is also important to note that many variables changed simultaneously from the spring 2025 semester to the fall 2025 semester beyond just the introduction of the Hub. Different entrepreneurs brought varying levels of engagement and clarity to their projects, the specific mix of scopes (tech-heavy versus marketing focused, for example), Advisors may have been more or less accessible than in previous semesters, and team dynamics naturally differ with new groups of students. Each of these variables influence student experiences independent of the availability of resources. While the introduction of the Hub appears to correlate with improved outcomes overall, definitively attributing these improvements to the Hub alone, rather than within the context of these other factors, is intrinsically difficult. In the ideal world, conducting a controlled study comparing the same teams before and after the introduction of the Hub would yield clearer results, but the practical constraints of NVL make this kind of study virtually unfeasible.

Perhaps the most apparent limitation is the gap between Consultant perception of the Hub's value and their actual usage of it as a resource. As discussed earlier, 91% of Consultants agreed that having centralized resources was helpful yet only 36% of them reported actually using the Hub frequently. This discrepancy suggests that awareness, accessibility, and integration into their Consultant roles remain barriers to entry even when students recognize that it is a beneficial resource. The fact that many Consultants cited “forgetting it exists” or “not thinking to

use” as primary obstacles, indicates that the Hub has not yet become fully integrated into their day-to-day work in NVL. This gap limits the Hub's potential for large-scale impact since if the majority of Consultants access resources only indirectly through their Project Managers, the Hub functions more as a PM resource rather than as an organization-wide resource. In the future, I plan to take initiative to address this behavioral challenge upon recognizing that simply making resources available does not guarantee that the majority will use them.

All in all, these limitations do not invalidate the Resource Hub as an important contribution to New Venture Lab and its operations, but they do necessitate the need for continued evaluation, iteration, and reflection on what survey data can and cannot conclusively demonstrate. Acknowledging these constraints strengthens the project's overall credibility in its current form and provides a foundation for further assessment in the future.

5.5 Lessons Learned & Personal Development

What surprised me the most about this project was how much of a difference in Hub usage there was between Project Managers and Consultants. Even though I initially developed the Hub with Project Managers at the forefront, I assumed that once resources were centralized and accessible to everyone, all NVL participants would engage with them at similar rates. Instead, as we've seen, PMs emerged as the primary users who then relayed information from the Hub to their teams. I think this pattern revealed an important insight about organizational behavior: information doesn't magically flow just because it's made available. It flows through trusted relationships and existing structures and channels. The fact that Consultants reportedly felt well supported and confident despite not accessing the Hub as much suggests that the current model, where PMs relay more information to their Consulting teams, might actually be more

efficient than I anticipated, even though it places additional responsibility on the Project Managers.

I was also surprised by how dramatically the qualitative feedback from the survey shifted between semesters. The move away from the narrative that participants “needed more resources to exist,” which was a big theme in the spring, to wanting more specific initiatives, such as networking events and opportunities to interact with other teams, happened much faster than I expected. This shift indicates that the foundational resource gap observed in the spring was even more accurate and pressing than I realized at the time. I also think this shift was truly validating for the goals and motivation behind the project, while also bringing to light that student needs continually shift and evolve as new initiatives are rolled out.

If I were to completely restart this project, I would integrate Consultant needs more intentionally from the beginning. Rather than introducing the Hub at the Kickoff event to all stakeholders simultaneously, I would have created a differentiated rollout strategy. This would have entailed an intensive training for Project Managers followed by PM led Hub orientations to their individual teams in their first meeting at the Kickoff event. This approach would leverage that PM relationship that Consultants already trust while giving the Project Manager's ownership of how their team actually engages with the resources present. I also would've prioritized short-form video content and deliverable examples earlier in the development process. The PM feedback requesting tutorial videos and examples of how previous NVL teams engaged with resources aligns with how students prefer to consume information. Creating 1-2 minute videos and posting examples for the most commonly accessed resources could have increased engagement, particularly among Consultants who cited uncertainty about navigation as a barrier. Finally, I would've made it more of a priority to check in PMs and Consultants earlier in the

semester and more frequently throughout the semester to talk to them about it directly, share specific resources relevant to their scopes, and gather real-time feedback.

This project challenged me in ways I didn't originally anticipate. I did end up expanding my skills in SharePoint administration, UI/UX design principles, and thinking about information architecture, but I found that I was also able to challenge myself in many ways I didn't expect at the start. Learning to set up the Copilot chatbot this summer pushed me to learn about Microsoft's Copilot Studio and AI tools, even though licensing constraints ultimately limited its large-scale accessibility. I was able to directly transfer these technical skills into my summer internship while simultaneously working on the project in the evenings and I know they will continue to follow me into my future career. As a leader, this project taught me the difference between creating something functional and creating something people are excited to utilize. Building the Hub was the easier part, and I felt challenged in integrating it into NVL's culture as it required constant communication, modeling it in my own work, and staying attuned to why various stakeholders engaged with it differently. I was able to see firsthand how change requires a handful of early adopters who will advocate on behalf of the proposed value. This lesson will shape how I approach future organizational initiatives, recognizing that buy-in is as important, if not more important, as implementation. Additionally, as an aspiring data scientist, I developed greater comfort with ambiguity and imperfect data. My initial vision involved clear before-and-after metrics that would definitively prove the Hub's impact or lack thereof, but reality proved messier. This experience reminded me that real-world projects rarely offer the clean causation of controlled experiments, and that honest holistic evaluation requires acknowledging what the data cannot portray.

This project stands as a true culmination of my interdisciplinary education at Gonzaga. My computer science background helped me in the overall execution of a digital resource, database thinking informed how I structured and categorized resources, web development principles guided the site's navigation logic, and my exposure to user experience concepts shaped decisions about visual hierarchy and accessibility. My Hogan business coursework, particularly Strategic Leadership, gave me frameworks for understanding team dynamics, stakeholder management, and the importance of clear expectations, all of which directly influenced the Hub's content around role clarity and training. The entrepreneurial lens I've developed through NVL itself taught me to think about scalability, sustainability, and long-term maintenance rather than building a solution only relevant to the current semester.

Most importantly, this project demonstrated that meaningful community impact often happens at the intersection of different disciplines. The Hub works not because it's a sophisticated technical platform, SharePoint itself is relatively simple, but because it applies technological tools to solve human problems rooted in organizational behavior, learning theory, and knowledge management. This direct integration of CS, business, and service reflects exactly the kind of work I hope to pursue professionally one day. I ultimately aspire to use technology not for its own sake, but as a means to empower people and strengthen organizations and communities. Listening carefully to what students needed, translating those needs into a functional system, and building something sustainable enough to outlast my own graduation serves as a true culmination of both my academic journey and my Jesuit education at Gonzaga.

5.6 Recommendations for Future Development

5.6.1 For NVL Program Directors

To increase direct Consultant engagement with the Hub, future Program Directors should consider integrating Hub usage more into the structure of NVL rather than treating it as an optional reference tool. Specific strategies might include, requiring PMs to assign at least one Hub-based task per phase (for example, “Use IBISWorld and its guide on the Hub to complete your industry analysis of...”) or incorporating Hub navigation into the first team meeting agenda. Another idea is to include a “Featured Resource” in the bi-weekly newsletter to keep the Hub visible without inundating students with information to the point of overwhelm.

Maintaining the Hub's relevance also requires ongoing commitment to the Future Maintenance Document I created. Each semester, Program Directors should follow the check-list on the document to update role-specific schedules, refresh Advisor directories as Advisors change, and gather feedback on which resources students actually used versus which are demonstrated as not as helpful. This iterative approach positions the Hub well to grow alongside NVL rather than becoming static and outdated like many previous documents in the shared Google Drive became. Continuing to include Hub-specific questions in mid-semester and end-of-semester surveys will continue to provide informative data that tracks adoption patterns, identifies new needs, and measures continued impact over multiple cohorts of Project Managers and Consultants.

5.6.2 For the Hub Itself

Based on feedback collected this semester, three specific enhancements would strengthen the Hub's utility. First, developing short-form tutorial videos (1-2 minutes each) and examples, where appropriate, for high-traffic resources would address student preferences for visual, easily digestible content. These videos and examples should focus on the most common use cases

rather than very detailed tutorials, recognizing that students often need quick answers rather than drawn out training. Second, the Advisor Resources section requires revision. Mixed feedback from PMs suggests that while the concept is valuable, the current implementation may not clearly communicate how and when to engage Advisors, especially when each Advisor-team relationship is unique. Future iterations might include avoiding pairing Advisors with specific teams and giving team members more autonomy on when or how to reach out to Advisors with resources such as email templates and more in depth biographies, perhaps mentioning past projects they've supported.

Third, securing Copilot licenses for all NVL participants would make it so that the NVL Chatbot could actually serve as a helpful resource for teams. Once the Chatbot is available, it will lower the barrier of entry to the Hub as students could ask it questions specific to their projects and receive answers based on the Hub's content. Program Directors should continue advocating with Gonzaga's IT leadership for institutional licenses and exploring whether NVL could secure donor funding for these licenses. If successful, the chatbot could lower the barrier of entry to the Hub as students could ask it questions specific to their projects and receive answers based on the Hub's content. It could also provide real-time guidance, answer procedural questions with minimal effort by students, and reduce the administrative burden on Program Directors who currently field many repetitive inquiries.

5.6.3 For Similar Programs

The NVL Resource Hub model offers a replicable framework for other student-run consulting programs or experiential learning initiatives facing similar challenges with knowledge transfer and resource accessibility. Some elements that are replicable include the role-specific

landing page structure, resource organized by specific task, past examples of resource use, and the integration of Advisor/mentor directories to normalize leveraging the organization's network. Programs considering a similar approach should prioritize stakeholder input during the design phase, as the spring surveys were integral in shaping Hub content to actual needs rather than assumed ones. Finally, future groups should prioritize planning for sustainability from the very beginning through maintenance documentation and designated ownership as time goes on. The model's replicability across programs demonstrates that this contribution extends beyond NVL to address a fundamental challenge in student-run organizations universally.

5.7 Broader Implications

5.7.1 For Experiential Learning Programs

This project affirms Wood et al.'s scaffolding theory in a context where it might seem contradictory. NVL's philosophy of *learning business by doing business* emphasizes experiential, unstructured learning, yet the Resource Hub demonstrates that scaffolding enhances rather than undermines authentic experience. Students still engage in real consulting work with actual entrepreneurs facing genuine challenges, but they do so with much more structured access to trustworthy resources, information, and examples in their back pocket. The key insight here is that scaffolding and experiential learning are complementary rather than competing pedagogies. This project demonstrates how by providing students with resource guides, past examples, and structured expectations doesn't reduce the authenticity of their work. Instead, it allows them to engage more deeply and confidently with tasks they might otherwise execute poorly due to the lack of helpful resources and the burden of having to spend more time looking for the resources they need. Experiential learning programs across disciplines, from community-based research to service-learning courses to internship programs, can benefit from this integrated approach,

recognizing that “learning by doing” is most effective when students have access to well-organized support structures that they can reference as needed without sacrificing ownership of their work.

5.7.2 For Knowledge Management in Student Organizations

The Resource Hub directly addresses one of the most persistent challenges facing student organizations: the loss of institutional knowledge due to constant turnover. As Galan and Liebowitz note in their research, when members leave, they take both explicit and tacit knowledge with them, and organizations with high turnover rates experience these effects disproportionately. Student groups, where leadership changes annually or even every semester, are particularly vulnerable to this cycle of constant relearning. The Hub model offers a practical solution to this where intentional documentation of processes and resources are stored in a centralized, accessible format with designated ownership for maintenance. This approach transforms ephemeral knowledge (for example, “I figured out how to use this database last semester”) into institutional knowledge (“Here's the guide that shows everyone how to use this database”). Other student organizations varying from volunteer organizations, to student government groups, to academic clubs, to Greek life chapters, could adapt this framework to preserve their own institutional memory. Many student organizations likely have some degree of documented institutional knowledge, however implementing centralized and standardized processes on how this information is stored and passed along can reduce the burden on new leaders and allow each cohort to build on rather than replicate the work of those who came before.

5.7.3 For Gonzaga's Mission

As discussed in the introduction, this project embodies core Jesuit values that define Gonzaga's educational mission of service, collaborating with community partners, and leading alongside others. The focus on collaboration and accompaniment, walking alongside others rather than leading from above, reflects my personal leadership style and how the Hub was designed through listening to student needs and built to support rather than in attempts to control their work. More specifically, the University's commitment to *men and women for others* appears in the project's layered focus of empowering students while simultaneously improving outcomes for Spokane entrepreneurs. The Hub strengthens NVL from the inside out, expanding its capacity to serve the local business community more effectively. This in turn, extends Gonzaga's educational mission beyond campus into genuine community partnership with businesses all around Spokane.

5.8 Conclusion

When I joined New Venture Lab as a freshman computer science student working with Little Noodle, I had very little knowledge in marketing and finance. I often felt unsure if I was doing the work the right way or if there was a more complete or correct way to go about my tasks. As an underclassman in a non-business major, I did a lot of independent research and learned from my fellow Consultants studying business. That experience, while valuable, brought to light a lack of structure in how NVL equipped students to navigate unfamiliar consulting tasks and challenges. As I progressed through the program, from Consultant to Project Manager to Program Director, I observed how more students experienced the same initial confusion, independent scrambling for resources, and a sense that surely someone had figured this out before.

Creating the Resource Hub was my attempt to permanently break that cycle. For the first time in NVL's 22-year history, students now inherit 200+ hours of documented institutional knowledge rather than starting from scratch. My goal was to give students access to trustworthy resources and clearer guidance so they can spend less time searching and more time creating tangible impact for their entrepreneurs. In my second semester as a Consultant, I was able to put my knowledge from the previous semester into practice and felt much more prepared and confident to provide helpful guidance to our entrepreneur. That experience showed me what was possible, and made me determined to give every future student that confidence from day one rather than semester two. I imagined how it would impact the NVL experience to have materials proven to be helpful by past Project Managers and Consultants readily available. I thought of what it would be like for Project Managers to feel equipped with a library of resources to draw upon to best support their teams and in turn, their entrepreneurs. I imagined a world where Consultants knew that leveraging institutional knowledge and asking for help from their networks is a skill rather than any sort of weakness. Now that world exists. Before the Hub, NVL lost approximately 170 hours of institutional knowledge every semester as students graduated, knowledge that had to be painfully rebuilt by each new cohort. Over 22 years, that represents thousands of hours of duplicated effort. The Hub permanently breaks this cycle.

Ultimately, this project reflects what New Venture Lab has meant to me. NVL has given me an opportunity to truly learn business by doing business and serve my community in a meaningful way. I've learned that consulting is not necessarily about having all the answers but about asking good questions and showing up consistently. It gave me a chance to work with real entrepreneurs and grow my knowledge and network intentionally outside of the classroom. I believe a core part of effective leadership is equipping your team with accessible tools and

processes, and this project gave me the opportunity to do exactly that for an organization that has been so important to my experience and growth at Gonzaga.

Five years from now, when a computer science freshman joins NVL and opens the Hub for the first time, she won't struggle through the confusion I experienced. She'll inherit the collective wisdom of dozens of Project Managers, access curated resources proven across hundreds of projects, and know exactly how to serve her entrepreneur effectively from day one. And when she eventually becomes a Project Manager herself, she'll add her own insights and deliverables to the Hub, and those additions will benefit the students who come after her. That compounding cycle is the lasting contribution I'm most proud of: transforming NVL from a program that forgets its past every April into one that intentionally builds on it year after year.

This project represents the culmination of some of my core values such as using technology to solve real problems, empowering people to do their best work, and strengthening the Spokane entrepreneurial ecosystem that welcomed me as a curious freshman. The hours spent designing, building, surveying, and iterating were worth it not because the Hub helped one semester of students, but because it fundamentally changed how NVL will operate for decades to come. I am incredibly grateful for the opportunity to build something that will outlast my graduation and continue empowering students and entrepreneurs long after I leave Gonzaga. This serves as something truly impactful for a program that has been integral to my time at Gonzaga and my vision for what leadership can look like in my future career.

Appendix A: Resource Hub Video Walkthrough

Video Link: <https://youtu.be/iGt7IYJlNs>

A thorough video walkthrough of the NVL Resource Hub is available to provide a visual demonstration of the site's structure, navigation, and features. The walkthrough covers the homepage, role-specific pages (Project Manager, Consultant, and Entrepreneur Hubs), the categorized resource pages (Marketing, Finance & Accounting, and Business Development), as well as a handful of individual resource guides, Advisor resources, and Report Out resources. This video offers readers of this thesis a more holistic view of the Hub's design and functionality beyond the static screenshots included in Section 3. If you would like access to the Hub, please email me at imay2@zagmail.gonzaga.edu and I will add you as an approved user.

Appendix B: Survey Methodology and Instruments

Overview of Data Collection

This study utilized six surveys administered across two semesters (Spring 2025 and Fall 2025) to assess NVL participant experiences and evaluate the Resource Hub's effectiveness.

Summary of Surveys

Survey	Semester	Population	Responses	Response Rate
PM Exit Interviews	Spring 2025	Project Managers	7	100% (7/7)
Consultant Reflection	Spring 2025	Consultants	32	91% (32/35)

PM Mid-Semester Feedback	Fall 2025	Project Managers	6	75% (6 of 8)
Consultant Mid-Semester Feedback	Fall 2025	Consultants	45	93% (45/48)
PM Reflection	Fall 2025	Project Managers	7	87.5% (7 of 8)*
Consultant Reflection	Fall 2025	Consultants	23*	46% (23/48)*

*Survey still active at time of writing

Survey 1: PM Exit Interviews (May 2025)

Responses: 7

Questions

1. How would you rate your overall satisfaction with the project assigned to you? (*Rating scale*)
2. What challenges did you encounter during the NVL process? (*Open-ended*)
3. What were the positive aspects you experienced? (*Open-ended*)
4. On a scale of 1 (Strongly Disagree) to 5 (Strongly Agree), rate the following statements: (*Likert scale*)
 - *I felt confident leading my team throughout the semester.*
 - *I had easy access to helpful resources when I needed them.*
 - *I understood the expectations of my role early on.*
 - *My Consultants clearly understood their responsibilities.*
 - *I was adequately prepared after PM training.*
 - *I frequently found myself creating materials from scratch.*

- *I felt supported in managing Advisor and entrepreneur relationships.*
5. Were there moments when you felt unsure of what to do or how to lead your team? Can you describe them? How did you get past these? (*Open-ended*)
 6. What types of guidance or support do you wish you had earlier in the semester? (*Open-ended*)
 7. Did you feel equipped to handle your project's scope and expectations from the start? Why or why not? (*Open-ended*)
 8. Who, in your opinion, were the key contributors on your team? What specific qualities or actions set them apart? (*Open-ended*)
 9. On a scale of 1-10, how would you rate each team member based on their overall contributions and knowledge? (*Open-ended*)
 10. Imagine a digital hub with centralized PM resources. How helpful would each of these be? (1 = Very Helpful, 5 = Very Unhelpful) (*Likert scale*)
 - *Clearer expectations for the PM role*
 - *Past scope and charter examples*
 - *Weekly meeting check-in templates*
 - *More training on how to lead a team (including prepping team for Report Outs/producing quality work)*
 - *Directory of Advisors with their industries*
 - *Past deliverables organized by type (marketing, finance, etc.)*
 - *Step-by-step guides for common tasks (marketing, financials, etc.)*
 11. From your perspective, who do you think has the potential to be a PM? If identified, encourage them to consider applying for a leadership role! (*Open-ended*)
 12. Were there any issues with your team members? (*Open-ended*)
 13. What more would you like to see or experience from the NVL program in the future? (*Open-ended*)
 14. Are you planning to apply for the program again in the upcoming semester? (*Open-ended*)

15. If a future PM asked you for one piece of advice, what would you tell them?
(Open-ended)
-

Survey 2: NVL Spring 2025 Consultant Reflection (May 2025)

Responses: 32

Questions

1. Which team were you on? *(Required, Single choice)*
 - Beard Papas
 - Brother's Keeper
 - Cochinito Taqueria
 - Dream Studio
 - Evergreen Bio
 - Moose Valley Ranch
 - Nuestras Raices
2. Year in School *(Required, Single choice)*
 - Freshman
 - Sophomore
 - Junior
 - Senior
3. How happy were you with the project that was assigned to you? *(Required, Rating scale)*
4. Why or why not? *(Required, Open-ended)*
5. Overall Experience: Rate the following statements on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree) *(Likert scale)*
 - *I felt that the project I was assigned to aligned well with my skills and interests.*
 - *I felt that my contributions to the project were valued.*
 - *I had a clear understanding of my role and responsibilities throughout the semester.*
 - *I received enough guidance and support from my Project Manager.*
 - *I was able to develop new skills through my NVL project and apply what I've learned in the classroom.*
 - *I found my entrepreneur to be helpful and engaged.*
 - *I found my team's Advisor to be helpful and engaged.*
 - *NVL helped me build professional connections and networking opportunities*

- *The overall structure and organization of NVL supported a successful project experience.*
 - Communication within my project team was effective.
 - (SKIP IF YOU ARE A SENIOR) I will likely participate in NVL again in the future.
 - I will likely recommend NVL to another student?
6. Resources & Preparedness: Rate the following statements on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree) (*Likert scale*)
- *I felt comfortable asking for help when I was unsure how to complete an assignment*
 - *I felt comfortable finding resources or examples when I needed them*
 - *The resources provided by NVL and my Project Manager were helpful and relevant.*
 - *I felt well equipped to complete the work outline in my scope*
 - *It would be helpful to have had more centralized, easy-to-access resources available.*
 - *I would use a Resource Hub containing templates, guides, checklists, and Advisor directories*
 - *Having more centralized resources would have benefited the overall success of my project*
7. Please share your major. Did you feel your NVL project aligned with your academic focus and/or personal interests? (*Required, Open-ended*)
8. What did you gain from joining New Venture Lab? What parts of NVL did you most enjoy? (*Required, Open-ended*)
9. What did you not enjoy about your NVL experience? Why? (*Required, Open-ended*)
10. How was your experience with your Project Manager? (*Required, Open-ended*)
11. How was your experience with your entrepreneur? (*Required, Open-ended*)
12. What more do you want from NVL? (Types of project, structure, etc.) Or alternatively, do you have any other feedback for the Program Directors? (*Required, Open-ended*)

Responses: 6 of 8 Project Managers (75% response rate)

Questions

1. Do you feel like communication is clear between you, your Consultants, your Advisor, and your entrepreneur? *(Required, Multiple choice)*
 - Good communication with Consultants
 - Good communication with entrepreneur
 - Good communication with Advisor
2. Are all of your Consultants engaged and contributing appropriately to your project? *(Required, Single choice: Yes/No)*
3. If not, please elaborate. Let us know if there is anyone in particular not engaged. *(Open-ended)*
4. Is your scope manageable and do you have adequate resources to lead your team through it? *(Required, Single choice: Yes/No)*
5. If not, please elaborate. *(Open-ended)*
6. About how many times have you utilized the NVL Resource Hub this semester? *(Required, Single choice)*
 - 0 times
 - 1-2 times
 - 3-5 times
 - More than 5 times
7. Which Resource Hub pages have you used? *(Required, Multiple choice)*
 - PM Resources (PM guide, Report Out info, dates, charter/scope info, etc.)
 - Advisor Resources
 - Marketing Resources
 - Finance Resources
 - Business Development Resources
8. Do you know of any additional resources that would be helpful to have on the Resource Hub? *(Required, Open-ended)*
9. Please answer the following: *(Required, Likert scale)*
 - *I understand the expectations of my role*

- *I know where to find information about NVL when I need it (or who to ask)*
- *I felt adequately prepared after PM training.*
- *I feel confident reaching out to my Advisor(s) when I have questions.*
- *I feel comfortable reaching out to my entrepreneur with questions.*

10. Do you have any ideas of events we can host? (*Open-ended*)

11. Do you have any other feedback for the Program Directors at this time? (*Open-ended*)

Survey 4: NVL Consultant Mid-Semester Feedback (October 2025)

Responses: 45

Questions

1. What team are you on? (*Single choice*)
 - Code Lexica
 - Electric Photoland
 - Credential Network
 - Uplift ADHD
 - USL
 - T-Shirts by Design
 - Circle Lockers
 - Nourished Athlete
2. Thus far do you believe your Project Manager has been organized, prepared, communicative, and supportive? (*Single choice: Yes/No*)
3. What is something your PM is doing that is working well? (*Open-ended*)
4. What is something your PM could improve upon to improve your experience on the project? (*Open-ended*)
5. Do you feel like communication is clear between the team members, the Project Manager, and the entrepreneur? (*Single choice*)
 - Yes, good communication amongst all groups
 - Only good communication with Project Manager, not with entrepreneur
 - Not great communication with Project Manager or entrepreneur

6. What has the involvement been like with your entrepreneur? (Ex: not involved enough, overly involved, requesting too many changes, lack of information?) *(Open-ended)*
7. Do you know who your Advisors are? *(Required, Single choice: Yes/No)*
8. What has the involvement been like with your Advisors? *(Open-ended)*
9. Do you feel like you have been given enough work to do? *(Single choice)*
 - Yes, a good amount of work
 - No, I would like some more work to do
 - I have been given too much work to do
10. What has been your main contribution to the project so far? *(Open-ended)*
11. What is something you are feeling unsure about? Anything you are struggling with at the moment? *(Open-ended)*
12. How has it been working with your team? Do you feel like you all work together well? *(Open-ended)*
13. Who on your team has been a key contributor? (feel free to state more than one) *(Open-ended)*
14. Who on your team has not been contributing adequately to the project? *(Open-ended)*
15. About how many times have you utilized the NVL Resource Hub this semester? *(Required, Single choice)*
 - 0 times
 - 1-2 times
 - 3-5 times
 - More than 5 times
16. Which Resource Hub pages have you used? *(Required, Multiple choice)*
 - Consultant Resources (Consultant guide, Report Out info, dates, charter/scope info, etc.)
 - Advisor Resources
 - Marketing Resources
 - Finance Resources
 - Business Development Resources

17. What is preventing you from utilizing the Resource Hub more? (if applicable)
(Open-ended)
 18. Do you know of any additional resources that would be helpful to have on the Resource Hub? *(Open-ended)*
 19. Please answer the following: *(Likert scale)*
 - *I understand the expectations of my role*
 - *I know where to find information about NVL when I need it (or who to ask)*
 - *I felt adequately prepared after Consultant training.*
 - *I feel confident reaching out to my Advisor(s) when I have questions.*
 - *I feel comfortable reaching out to my entrepreneur with questions.*
 20. Did you sign up for the Talent Discovery Exhibition? *(Single choice: Yes/No/Signing up right now!)*
 21. If not, why not? *(Open-ended)*
 22. Do you have any ideas of events we can host? *(Open-ended)*
 23. Do you have any other feedback for the Program Directors at this time? Feel free to reach out to us at newventurelab@gonzaga.edu with any additional questions or concerns.
(Open-ended)
-

Survey 5: NVL Fall 2025 Project Manager Reflection (November 17-21 2025)

Responses: 4 of 8 Project Managers (50% response rate; survey still active)

Questions

1. How happy were you with the project that was assigned to you? *(Required, Rating scale)*
2. What challenges did you encounter during the NVL process? *(Required, Open-ended)*
3. What were the positive aspects you experienced? *(Required, Open-ended)*
4. On a scale of 1 (Strongly Disagree) to 5 (Strongly Agree), rate the following statements:
(Required, Likert scale)
 - *I felt confident leading my team throughout the semester.*
 - *I had easy access to helpful resources when I needed them.*

- *I understood the expectations of my role early on.*
 - *My consultants clearly understood their responsibilities.*
 - *I was adequately prepared after PM training.*
 - *I frequently found myself finding outside resources or creating materials from scratch. (rather than using the Hub)*
 - *I felt supported in managing Advisor and entrepreneur relationships.*
5. Were there moments when you felt unsure of what to do or how to lead your team? Can you describe them? How did you get past these? *(Required, Open-ended)*
6. What types of guidance or support do you wish you had earlier in the semester? *(Required, Open-ended)*
7. Did you feel equipped to handle your project's scope and expectations from the start? Why or why not? *(Required, Open-ended)*
8. Who, in your opinion, were the key contributors on your team? What specific qualities or actions set them apart? *(Required, Open-ended)*
9. On a scale of 1-10, how would you rate each team member based on their overall contributions and knowledge? *(Required, Open-ended)*
10. How helpful were the following Resource Hub Resources *(Required, Likert scale)*
- *Project Manager Guide (expectations & NVL information - Charters, Report Outs, etc.)*
 - *Past scope, charter, and Report Out examples*
 - *Weekly meeting resources*
 - *Advisor Resources*
 - *Resource Guides (marketing, financials, etc.)*
11. From your perspective, who do you think has the potential to be a PM? If identified, encourage them to consider applying for a leadership role! *(Required, Open-ended)*
12. Were there any issues with your team members? *(Required, Open-ended)*
13. What more would you like to see or experience from the NVL program in the future? *(Required, Open-ended)*

14. Are you planning to apply for the program again in the upcoming semester? (*Required, Open-ended*)
15. If a future PM asked you for one piece of advice, what would you tell them? (*Required, Open-ended*)

Survey 6: NVL Fall 2025 Consultant Reflection (November 17-21 2025)

Responses: 22 (survey still active at time of writing)

Questions

1. Which team were you on? (*Required, Single choice*)
 - Circle Lockers
 - Code Lexica
 - Credential Network
 - Electric Photoland
 - Nourished Athlete
 - T-Shirts By Design
 - Uplift ADHD
 - USL
2. Year in School (*Required, Single choice*)
 - Freshman
 - Sophomore
 - Junior
 - Senior
3. How happy were you with the project that was assigned to you? (*Required, Rating scale*)
4. Why or why not? (*Required, Open-ended*)
5. Overall Experience: Rate the following statements on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree) (*Required, Likert scale*)
 - *I felt that the project I was assigned to aligned well with my skills and interests.*
 - *I felt that my contributions to the project were valued.*
 - *I had a clear understanding of my role and responsibilities throughout the semester.*

- *I received enough guidance and support from my Project Manager.*
 - *I was able to develop new skills through my NVL project and apply what I've learned in the classroom.*
 - *I found my entrepreneur to be helpful and engaged.*
 - *I found my team's Advisor to be helpful and engaged.*
 - *NVL helped me build professional connections and networking opportunities*
 - *The overall structure and organization of NVL supported a successful project experience.*
 - *Communication within my project team was effective.*
 - *I will likely participate in NVL again in the future.*
 - *I will likely recommend NVL to another student?*
6. Resources & Preparedness: Rate the following statements on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree) *(Required, Likert scale)*
- *I felt comfortable asking for help when I was unsure how to complete an assignment*
 - *I felt comfortable finding resources or examples when I needed them*
 - *The resources provided by NVL and my Project Manager were helpful and relevant.*
 - *I felt well equipped to complete the work outline in my scope*
 - *It was helpful to have centralized, easy-to-access resources available.*
 - *I frequently used the Resource Hub's guides, information, and Advisor resources*
 - *The resource hub benefited the overall success of my project*
7. Please share your major. Did you feel your NVL project aligned with your academic focus and/or personal interests? *(Required, Open-ended)*
8. What did you gain from joining New Venture Lab? What parts of NVL did you most enjoy? *(Required, Open-ended)*
9. What did you not enjoy about your NVL experience? Why? *(Required, Open-ended)*
10. How was your experience with your Project Manager? *(Required, Open-ended)*
11. How was your experience with your entrepreneur? *(Required, Open-ended)*
12. Are you interested in joining NVL next semester? *(Required, Single choice)*
- Yes, as a Consultant again
 - Yes, as a Project Manager
 - No

13. What more do you want from NVL? (Types of project, structure, etc.) Or alternatively, do you have any other feedback for the Program Directors? (*Required, Open-ended*)
-

Notes on Survey Design

Pre-Hub Surveys (Spring 2025): The Consultant Reflection and PM Exit Interview surveys were administered before the Resource Hub was developed. These surveys informed the design and content of the Hub by identifying pain points, resource gaps, and user needs.

Post-Hub Surveys (Fall 2025): The mid-semester and end-of-semester surveys included questions specifically designed to evaluate Resource Hub usage, effectiveness, and areas for improvement.

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